Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : P.S. 254

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q254

PRINCIPAL: NAOMI DROUILLARD EMAIL: NDROUIL@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELLE LLOYD-BEY

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
Naomi Drouillard	*Principal	
Adam Osman	*UFT Chapter Leader	
Esther Sternback	*PA President	
Pamela Markham	CSA	
Cheryl Leone	CSA	
Sherma Feggins	UFT	
Paulette Lalljee	UFT	
Susan Gerloven	UFT	
Carlos Urgiles	Parent	
Sheila Daneshwar	Parent	
Xiomara Brito	Parent	
Carmen Hernandez	Parent	
Maria Castandeda	Parent	
Adriane Craig	Parent	

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 at least 50% of the students in Pre-Kindergarten through Fifth Grade including English Language Learners (ELLs), Former English Language Learners (FELLs), and students with Individualized Educational Plans (IEPs) at Public School 254 Queens, will increase two or more Fountas and Pinnell reading levels from Fall 2011 to Spring 2012 as demonstrated by *Treasures* benchmarks assessments, Fountas and Pinnell reading levels, and/or teachers' conference notes.

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 analyzing data from *Treasures* weekly and unit assessments, ECLAS results and teacher observations/conference notes, a core set of reading skills and strategies were targeted on each grade to help improve **reading comprehension** and as a result **increase reading levels**.

The identified reading skills and strategies for each grade are:

Grade Pre-K – Alphabet Recognition and Alphabet Writing

Grade K – Initial & Final Consonants and Blending

Grade 1 – Decoding

Grade 2 – Using Context Clues

Grade 3 – Main Idea

Grade 4 – Compare and Contrast

Grade 5 – Inferring and Drawing Conclusions

The identified needs that generated this goal are:

Grade Pre-K – Alphabet Recognition and Alphabet Writing

Grade K – Initial & Final Consonants and Blending

Grade 1 – Decoding

Grade 2 – Using Context Clues

Grade 3 – Main Idea

Grade 4 – Compare and Contrast

Grade 5 – Inferring and Drawing Conclusions

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.

To ensure that the literacy goal has been achieved, beginning in the fall of 2011 until spring 2012, the following instructional strategies and activities will be implemented: a 90-minute literacy block will be implemented daily. The *Treasures* reading program will be used throughout the grades. This comprehensive, research-based reading program offers a wealth of high quality literature to engage learners and teaching strategies to fully equip our teachers. In addition, comprehensive reading strategies for improving instruction and student performance in English Language Arts are included in this balanced literacy program (independent/paired reading, shared reading, guided reading, literacy centers, writer's workshop, read-aloud, word study and teacher/student reading and writing conferences.)

Teachers will provide a whole group strategy lesson followed by guided practice, as well as independent reading. Students in need of academic intervention will be selected for small group differentiated instruction to help re-teach the reading concept introduced earlier, review skills/strategies previously taught, target the child's strength, and/or support the student's needs based on assessments. These differentiated strategies will ensure multiple entry points, supports, and extensions for all learners. During guided reading, teachers will confer with students to assess understanding and needs. Additionally, accountable talk, cooperative and independent tasks, as well comprehensive writing lessons will help the students become successful learners.

The staff and other resources used to implement these strategies/activities are: the teachers' resource room, leveled classroom libraries, academic support personnel, and staff developers fully support this instruction. The professional development team will provide professional development focusing on sound practices concerning early childhood education and early academic interventions (via class demonstrations, co-teaching, workshops, and text-based discussions) for all teachers, in the area of ELA instruction including data interpretation and the differentiation of instruction.

Students will be placed into data-driven guided reading groups. After the guided lessons, students will be able to identify and articulate their individual goal. Teachers will carefully teach the students the required steps needed to achieve their goal and be able to reflect upon the process. AIS providers who specialize in proven early intervention methodologies will be assigned to push into the classrooms and provide additional differentiated support for these students.

It is the culture of PS 254Q to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities. Teacher of each grade have common preps each day. This allows the teachers to meet and intentionally plan for the success of each learner. During these common planning time the teachers collaboratively plan lessons, discuss student work, study strategies that work, choose appropriate materials, i.e. books and resources, sets goals, and devise plans to creatively implement the curriculum.

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.
  - The school will reach out to provide parents with information about school programs and student progress. This will include workshops, phone calls, parent conferences, curriculum night, etc. Communication will be in a form that families find understandable and useful.
  - With the guidance and support of the school, family members can assist their children with homework and other school related projects and activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
  - School publications (i.e. pamphlets, school calendar, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
  - Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

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.

All teachers at P.S. 254 are highly qualified. We will offer ongoing professional development in mathematics to increase teachers' skills in methodologies to improve student behavior and sound pedagogical techniques in teaching students with disabilities. Our professional development (PD) will be based upon data driven student needs and geared towards sound research validated practices. All PD will be matched to curriculum content and aligned with Common Core Learning Standards.

Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, PD, and assistance from coaches. In addition, we will adapt a plan similar to the state of Illinois's "Grow Your Own", whereby paraprofessionals already in the classroom are encouraged to become fully licensed teachers by informing them of financial assistance available to complete certification requirements.

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.

There are many programs that are implemented in PS 254 which are being coordinated with the instructional strategies/acitvites that allows us to achieve our goals. An example of these programs include:

- **Cook Shop** a Federally funded nutritional program in which the students as well as the parents are taught the value of healthy living;
- **School Read Aloud Program** in which teachers across the grades read a book of the month to all students. Students engage in discussions and activities that relates to the book. A school to home connection is made when the coach and art teacher conducts a parent workshop using the read aloud. Strategies are provided on how to help students, as well as parents to love literacy.

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.

Title I, Title III, Tax Levy funds are examples of funds used to hire the administration, teachers, and secretaries and order resource for the school.

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 Mathematics

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

By June 2012, at least 90% of the Pre – Kindergarten through Fifth Grade students at Public School 254 Queens are expected to meet or exceed grade level New York State mathematics standards.

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.

In September, 2011, PK-5th grade students were administered a beginning of the year inventory in mathematics. Each grade identified the mathematical concepts that the students have not mastered. The following is a list of identified mathematical needs for each grade:
PK-verbally counting in order starting at numbers other than one
K- sorting, symmetry and size
1-counting coins, exchanging coins, telling time and selecting appropriate operations for number stories
2-word problems, making change and coin combinations, what's my rule?
3-telling time to the nearest minute, solving 2-3 digit addition/subtraction problems with regrouping and identifying key words in number stories
4-multiplication and division, subtracting with decimals, understanding the relationship with fractions and decimals
5-fractions, comparing decimals, multiplication and division and solving word problems.

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.

a) Target population: all students including, ELLs, special education, those in need of Academic Intervention Services (A.I.S.) and those in need of enrichment
b) Strategies/activities that encompass the needs of identified student subgroups: problem of the day, calendar routines, guided math instruction, Game/Review Day on Fridays, manipulatives, online programs (vMath and BrainPop), Kaplan strategies, teacher observations/conferences, unit assessments, predictive and interim assessments, and afterschool
c) Staff and other resources used to implement these strategies/activities: administrators, instructional coaches, classroom teachers, AIS teachers, STARS teacher and after school teachers
d) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities are: After teachers administer the beginning of the year inventory in math, the data is analyzed and students are grouped according to their mathematical

needs. The calendar routines and problem of the day activities are designed to reinforce concepts that the students should have mastered at this time of the year. Friday's Review/Game Day focuses on teaching the students concepts using a different modality in partnerships or small groups. After 2-3 weeks, the teachers assess the students' progress towards their goals. During the teacher team meetings, teachers set goals for the grade as well as individual classes and the cycle begins again.

e) Timeline for implementation: October 2011-June 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.
  - The school will reach out to provide parents with information about school programs and student progress. This will include workshops, phone calls, parent conferences, curriculum night, etc. Communication will be in a form that families find understandable and useful.
  - Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
  - With the guidance and support of the school, family members can assist their children with homework and other school related projects and activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
  - School publications (i.e. pamphlets, school calendar, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
  - Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

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.

All teachers at P.S. 254 are highly qualified. We will offer ongoing professional development in mathematics to increase teachers' skills in methodologies to improve student behavior and sound pedagogical techniques in teaching students with disabilities. Our professional development (PD) will be based upon data driven student needs and geared towards sound research validated practices. All PD will be matched to curriculum content and aligned with Common Core Learning Standards.

Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, PD, and assistance from coaches. In addition, we will adapt a plan similar to the state of Illinois's "Grow Your Own", whereby paraprofessionals already in the classroom are encouraged to become fully licensed teachers by informing them of financial assistance available to complete certification requirements.

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.

By June 2012, at least 90% of the Pre – Kindergarten through Fifth Grade students at Public School 254 Queens are expected to meet or exceed grade level New York State mathematics standards. Students will meet this goal through instructional strategies such as in-school AIS push-in program, after school program for academic intervention and enrichment, and intentionally selected mathematics materials.

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.

The funding sources used to implement our goals are: Fair Student Funding, Title 1, Title III and Contracts for Excellence. Contracts for Excellence is used to fund teacher for quality initiative. Title I, Title III, Tax Levy funds are examples of funds used to hire the administration, teachers, and secretaries and order resource for the school.

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, Public School 254 Queens, will increase parental involvement by at least 20% to ensure students' academic, social and emotional success.

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.

Department of Education parent surveys indicated the need for additional parent involvement in school activities. Based on these surveys we will work throughout the year to strengthen our home-school connection.

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.

The school will continue to retain the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our trained Parent Coordinator will continue to provide parents with an on-site ombudsman who will be selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.). The Parent Coordinator provides workshops and parental outreach on a consistent, ongoing basis as well as supports the needs of the school's parents at district-wide parent forums and training sessions.

Training for parents and community members will include:

- Support for parents' understanding of and participation in instructional initiatives
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

The Parent Coordinator will provide ongoing workshops to enhance parent leaders' ability to develop socialization and operational skills. There will be a lending library with parenting and intervention materials, learning aids and other resources of interest to parents. Workshops to increase parents' understanding of standards, assessments and the reading and math curriculum will be conducted. Another responsibility of the Parent Coordinator will be to outreach and recruit programs/services for students and youth (tutorial, self-esteem, health, emotional support, mentoring, athletic skills, fine and performing arts, and academic

performance). Also, group sessions for parents provide an opportunity to share common experiences, gain emotional support, and learn practical parenting and problem solving skills from other members.
In addition, the coaches will provide the following parent activities throughout the 2011-2012 school year:

Parent Book of the Month workshops (monthly)
Coffee and Conversation with the Principal
Family Fun Night (monthly)
Bodies in Motion Fitness Program
Family Movie Night
ARIS training
Art workshops
Technology workshops
Open School Week
CookShop Workshops
Pre-K Learning Through Play Workshops
ELA, Mathematics and Science Test Prep workshops
ESL parent workshops - weekly

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.
  - The school will join with parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
  - The school will reach out to provide parents with information about school programs and student progress. This will include workshops, phone calls, parent conferences, curriculum night, etc. Communication will be in a form that families find understandable and useful.
  - Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
  - Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator, the PA President with DOE support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

- School publications (i.e. pamphlets, school calendar, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education, dual language and/or free standing ESL programs.

Parent Workshops
Monthly workshops for parents are provided by PC, guidance counselor, and social worker. These sessions will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Parent Workshops are provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

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.

All teachers at P.S. 254 are highly qualified.

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.

By June 2012, Public School 254 Queens, will increase parental involvement by at least 20% to ensure students' academic, social and emotional success. We will achieve this goal through workshops in ELA and math, Parent Book of the Month, ARIS Parent Link, Open School Week and monthly Family Fun Night.

Specialized training will be provided by the local district to members of the School Leadership Team to support the comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

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.

The funding sources used to implement our third goal are: Fair Student Funding, Title 1, Title III and Contracts for Excellence.

ANNUAL GOAL #4 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 #4

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

By June 2012, all students in Pre-K-5 will have engaged in at least one written performance task aligned to the Common Core Learning Standards.

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 teacher observations of students daily writings and journal reflections, improvement in writing skills is necessary for students in general and special education.
Both classroom teachers and Academic Intervention teachers also noted that their students' short-written responses needed improvement. Monthly assigned writing tasks showed the need for improvement in students' writing skills. Additionally, the weekly and monthly unit assessments also showed that students needed more help and instruction in writing. After analyzing the New York State English as a Second Language modality report, we noted that English language Learners had lower raw scores on the writing section. This analysis indicated to teachers that this subgroup needed more focused tasks to improve their writing.

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.

a) Teachers will use the ***Writing Fundamentals*** program on a daily basis to improve students' writing skills. These sessions will include modeled writing, interactive writing and independent writing. In addition, teachers will provide lessons that will include: brainstorming, researching, writing, editing, final drafting and the presentation of written material. This program will service general and special education students, at-risk students and ELLs.
Additionally, four-square writing organizational methodologies will be implemented and integrated within the Writer's Workshop to support student growth in writing skills.

b) The staff used to implement these strategies will be classroom teachers, AIS providers, ESL teachers, with each out-of classroom provider pushing into the classroom during writing periods to provide small group instruction for at-risk, students with special needs and ELLs.
In addition, coaches will provide professional development to help teachers implement the writing program and provide remediation strategies to address students' skill deficiencies. These PDs will be provided before, during and after school. The PD team will provide lunch and learns and study groups that focus on the writing tasks for the CCLS.

c) Our educators will meet to examine and discuss student work with the goal of improving student instruction and student outcomes in this writing area.
Evaluation include: weekly Treasures assessments; monthly unit assessments; monthly writing projects; daily reflections in ELA and mathematics; and an increase in writing statistics on the written responses of both the ELA and mathematics state

examinations.

d) The implementation begins at the beginning of the school year in September, 2011 and will continue throughout the school year to June, 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.

The school will reach out to provide parents with information about the school's writing program and student progress in this area. This will include workshops, phone calls, parent conferences, curriculum night, etc.

The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.

With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in writing activities at home.

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.

All teachers at P.S. 254 are highly qualified.

We will offer ongoing professional development in writing to increase teachers' skills in methodologies to improve student behavior and sound pedagogical techniques in teaching students with disabilities. Our professional development (PD) will be based upon data-driven student needs and geared towards sound research validated practices. All PD will be matched to curriculum content and aligned with Common Core Learning Standards.

Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, PD, and assistance from coaches. In addition, we will adapt a plan similar to the state of Illinois's "Grow Your Own", whereby paraprofessionals already in the classroom are encouraged to become fully licensed teachers by informing them of financial assistance available to complete certification requirements.

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.

By June 2012, all students in Pre-Kindergarten through Fifth Grade will have engaged in at least one written performance task aligned to the Common Core Learning Standards. Students will meet this goal through daily emersion of our Writing Fundamentals program, which includes research skills, and genre and writing skill studies.

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.

The funding sources used to implement our third goal are: Fair Student Funding, Title 1, Title III and Contracts for Excellence.

ANNUAL GOAL #5 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 #5

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

By June 2012, Public School 254 Queens will provide professional development for all teachers and providers at least once a week, to ensure that all educators of the Rosa Parks School show proficiency with curriculum, student learning and good teaching practices.

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.

One goal in PS 254Q is to ensure that all educators of the Rosa Parks School show proficiency with curriculum, student learning and good teaching practices. The Rosa Parks School aligns professional development with the needs and interests of the staff and students, and the NYC/NYS standards. Professional Development (PD) priorities are based on school-wide assessments made by the administration, as well as the needs identified by the staff. All of these components play a key role in the designing of our differentiated professional development plan that promotes excellence in instruction.

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.

a) Professional development will encompass:

- learning to use knowledge about students' backgrounds, interests and developmental learning needs to inform the planning of curriculum and instruction;
- becoming proficient in establishing and articulating goals and activities for student learning that promote critical thinking and problem solving;
- becoming experts at developing and sequencing instructional activities;
- learning to use formal and informal student assessments in short and long term planning;
- using instructional strategies appropriate to the students' learning needs;
- learning to better modify instructional plans to ensure opportunities for all students to learn;
- designing short and long term plans to foster student learning
- ensuring access to challenging and diverse academic content.

b) Staff and other resources used to implement these strategies/activities:

The administration, teachers, staff developer, mentors and team leaders systematically conduct professional development sessions and demonstration lessons. These sessions provide the staff with strategies to assess and improve student achievement. Each grade has its preparatory period the same time

each day. This allows the teachers to meet and discuss methodologies that would allow students to achieve. In addition, monthly grade conferences are held in order to monitor and address the particular needs of the teachers and students. Monthly faculty conferences are also used to provide PD. Educators are also provided with additional opportunities to attend PD sponsored by the DOE, Knowledge Network, and/or other educational entities.

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Professional Development is intentional and targeted for every teacher. Teachers at Rosa Parks are their own best resource, and the rotating leadership structure seems to motivate teachers to hone their individual practice, as well as their collaborative practices. We met with the "Cabinet" of teacher leaders at the school—and they couldn't emphasize enough how important collaborating with each other has helped make this school successful. The concept of meeting the needs of the student population is paralleled by meeting the needs of the teachers in the school; in many ways, teacher learning looks a lot like the student learning at the school. Teachers are encouraged to sit in on each other's classes to observe different methodologies and teaching styles, just as students from self-contained classrooms also learn in the general education classrooms. Teachers share leadership responsibilities as team leaders, coaches, and supervisors, so that there is support at every level. One teacher commented, "We have no fear of saying 'I don't know'. We ask for help". This current school year the teachers focused on the "Writing Fundamentals" program brought to the school by one of the Assistant Principals. On grade level, teachers determined which units of the program met the needs of their students, which units should be eliminated, and which units needed additional resources. The focus for next year will be on mathematics. An outside consultant has been hired to work with staff on deepening mathematical thinking, a need the teachers identified as a goal.

d) From September 2011 till June 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.

- The school will reach out to provide parents with information about school programs and student progress. This will include workshops, phone calls, parent conferences, curriculum night, etc. Communication will be in a form that families find understandable and useful.
- With the guidance and support of the school, family members can assist their children with homework and other school related projects and activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)

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.

All teachers at P.S. 254 are highly qualified. We will offer ongoing professional development in to increase teachers' skills in methodologies to improve student behavior and sound pedagogical techniques in teaching students with disabilities. Our professional development (PD) will be based upon data-driven student needs and geared towards sound research validated practices. All PD will be matched to curriculum content and aligned with Common Core Learning Standards.

Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, PD, and assistance from coaches. In addition, we will adapt a plan similar to the state of Illinois's "Grow Your Own", whereby paraprofessionals already in the classroom are encouraged to become fully licensed teachers by informing them of financial assistance available to complete certification requirements.

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.

By June 2012, Public School 254 Queens will provide professional development for all teachers and providers at least once a week, to ensure that all educators of the Rosa Parks School show proficiency with curriculum, student learning and good teaching practices. We will achieve this goal through weekly teacher-team meetings, grade conferences, teacher-classroom inter-visitations, off-site professional development workshops, self-selected professional development goals, and lunch-n-learns.

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.

The funding sources used to implement our third goal are: Fair Student Funding, Title 1, Title III and Contracts for Excellence.

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	17	16	**15**	**15**	2	0	0	0
1	21	21	**21**	**21**	4	0	0	0
2	21	17	**15**	**15**	1	0	0	0
3	24	21	**24**	**24**	5	0	0	0
4	18	19	**20**	**17**	5	0	0	0
5	22	24	**12**	**15**	2	0	0	0
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
ELA	Materials used include: -MacMillan/McGraw-Hill Triumphs Intervention Reading Program -Curriculum Associates Strategies to Achieve Reading Success -Triumph Learning: Progress ELA; ELA Workout; and New York State Coach -Kaplan Advantage These at-risk literacy intervention programs targets students' deficits in reading and writing and work towards improving these areas of need. Various strategies and techniques are employed to address the needs of our students. This direct instruction caters to a small group of students during the school day and after school. A push in program is used to teach small groups of students during the day. Our after school program also caters to small groups not exceeding more than ten students per class.
Mathematics	-Voyager Math & V-Math Live -Kaplan Test Companion -Coach Mathematics At-risk math intervention targets students' deficits in mathematics and work towards improving these areas of need. Various strategies and techniques are employed to address the needs of our students. This direct instruction caters to a small group of students during the school day and after school. A push in program is used to teach small groups of students during the day. Our after school program also caters to small groups not exceeding more than ten students per class.
Science	The science at-risk intervention program consists of guided instruction that focuses on the scientific method. Various strategies and techniques are employed to address the needs of our students. This direct instruction caters to a small group of students during the school day and after school. A push in program is used to teach small groups of students during the day. Small groups use *Measuring Up* books in which the teacher will break down the context and simplify the information for the students. Our after school program also caters to small groups not exceeding more than ten students per class. AIS services are provided using test sophistication skills via Measuring Up by People's Publishing in preparation for the 4th grade

	state test.
Social Studies	At-risk students are assigned activities tailor-made to their specific needs. The use of multiple intelligences strategies are incorporated in S.S. lessons for students to reach their individual goals. Also, assessments are modified. For example, some students are assessed orally, some are given multiple choice questions, etc.
At-risk Services provided by the Guidance Counselor	At-risk counseling is provided for students who are having difficulties in school or at home. The program assists students with: understanding of self, developing a positive self-image, showing respect for others, understanding the decision-making process, crisis intervention.
At-risk Services provided by the School Psychologist	**None**
At-risk Services provided by the Social Worker	**None**
At-risk Health-related Services	**None**

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

New York City Department of Education
Public School 254 Queens
The Rosa Parks School
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Richmond Hill, New York 11418
(718) 846-1840
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Naomi Drouillard, Principal
Pamela Markham, Assistant Principal
Cheryl Leone, Assistant Principal

Statement of Parent Involvement Policy 2011 - 2012

The Rosa Parks School

PS 254 Q

The Rosa Parks School is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified nine key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will include workshops, phone calls, parent conferences, etc. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator (PC), the PTA President with DOE support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- School publications (i.e. pamphlets, school calendar, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.

- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education, dual language and/or free standing ESL programs.
- THE PARENT INVOLVEMENT POLICY WILL BE DISTRIBUTED IN THE FALL OF 2011 TO ALL PARENT/CAREGIVERS.

Parent Workshops
Monthly workshops for parents are provided by PC, teachers, guidance counselor, and social worker. These sessions will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Parent Workshops are provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy
In June 2012, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration. THE UPDATED VERSION WILL BE DISTRIBUTED IN THE FALL OF 2012 TO ALL PARENTS/CAREGIVERS.

SCHOOL-PARENT COMPACT

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

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 2011-12.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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: balanced literacy, balanced mathematics, science, social studies and music.
2 Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March.
3 Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: report cards and weekly or monthly progress reports.
4 Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during parent teacher conference and teachers' preparation periods.
5 Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: project celebrations-i.e. publishing parties, science fair, and trips.
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 practicably 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.

II. Parent/Guardian Responsibilities:

The parents of P.S. 254 will:

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

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

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Volunteering in the school
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- 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

III. Student Responsibilities:

The students of P.S. 254 will:

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

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

- Do our homework every day and ask for help when we need to
- Read at least 30 minutes every day outside of school time
- Give to our parents or the adult who is responsible for our welfare all notices and information received from the 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 Children's First Network 531	District 27	Borough Queens	School Number 254
School Name The Rosa Parks School			

B. Language Allocation Policy Team Composition ⓘ

Principal Naomi Drouillard	Assistant Principal Pamela Markham; Cheryl Leone
Coach Sharon Bherwani	Coach H. Sosnovsky/J. Marciano
ESL Teacher Sherma Feggins / ESL	Guidance Counselor Stacey Esposito
Teacher/Subject Area Ivette McCarthy/Social Studies	Parent Carmen Hernandez
Teacher/Subject Area Theresa Winston / SPED/AIS	Parent Coordinator Elizabeth Arnold
Related Service Provider Yoon Lee / ESL	Other S. Gerloven/Library Media Spec
Network Leader Joseph M. Blaize	Other D. Whitecavage/ L. Kalendarov

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	2	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	650	Total Number of ELLs	68	ELLs as share of total student population (%)	10.46%

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.

The program model at P.S. 254 is a free-standing English as a Second Language push-in program, in which instruction is provided in English 100% of the time. The identification Process completed within 10 school days of initial enrollment to determine if a child is eligible for ESL services is as follows: When students first enroll in the New York City Public School System, parents are given a Home Language Identification Survey (HLIS) to complete. This survey helps the school system identify students who may have limited English language proficiency. An informal oral interview with the parent and sometimes the student is also conducted in English and the native language with a designated license pedagogue. The licensed pedagogues who are responsible for conducting this initial screening are the ESL teachers, S. Feggins & Y. Lee; Speech & Language teachers, D. Whitecavage & L. Kalendarov; Cluster teachers-Social Studies & Library, I. McCarthy & S. Gerloven; and IEP/SETSS teacher, T. Winston; and 3rd grade teacher, J. Sehn. One of the pedagogues speaks Spanish & one speaks Korean. For any other languages needed during the identification process, we will use the Translation Services Unit. We also determine if the student can speak English based on their prior schooling. We examine the HLIS to view what prior schooling the student accomplished. The ESL teachers view all HLIS, sign and enter the Other Than English Language Exposure (OTELE) code on each form.

The criteria and procedures to place identified ELL students in the ESL program at our school is as follows: Once the information about the HLIS is collected and it is determined that a language other than English is spoken in the child's home, then the child must take the Language Assessment Battery-Revised (LAB-R) within the first 10 days of entering the system (enrollment). This test will be given by the two ESL teachers. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. In addition, the entrants whose HLIS responses indicate a home language of Spanish and scores at or below the LAB-R cut scores will be administered the Spanish Lab once at the time of their initial enrollment. These tests are hand scored immediately and entered in a designated notebook to use to compare the offical ATS scores when available. If a student does not pass the LAB-R, (if they do not score above a certain cut off score for their grade level), then they will be eligible for state mandated services for English Language Learners (ELLs) and are serviced by ESL specialists, S. Feggins and Y. Lee. After copies of the original HLIS is made, the original will be placed in the student's cumulative folder. The ESL files will contain the copies, which is kept in the compliance binder.

After students are tested with LAB-R and receive a score that entitles them to English language support services, a placement letter is sent home to parents informing them that their child is entitled and has been placed in an English as a Second Language program. In addition, an entitlement letter is sent home to parents that includes an invitation to parents to attend a parent orientation session and view a DVD regarding program choices in their native language. This letter records the student's proficiency level and when and where the orientation session will be held. Copies of these letters are placed in the current ESL compliance binder in the school.

Students are also identified for the current year's services based on their scores of beginner, intermediate or advanced status on the New York State English as a Second Language Achievement Test (NYSESLAT) from the previous year. The ESL teacher, Mrs. Feggins, will secure a copy of the RLER report on ATS to check for students who continue to be entitled to Bilingual/ESL services. A continued entitlement letter is sent to parents to inform them of their child's entitlement in the program for another year of services. A student's individual education plan (IEPs) is also examined to look for any indication that they should be given ESL services as per IEP. All parents are notified of their child's continued entitlement of services via the appropriate letter. Copies are made of all letters sent to parents and kept on file in ESL compliance binder.

The ESL teacher looks at both the NYSESLAT and LAB-R scores to determine proper placement for students who require ESL services. A request is made for the ATS RLAT or RNMR report to find out the amount of services each student requires.

Each year the NYSESLAT is administered in the spring. The RLER report from ATS is used to determine NYSESLAT eligibility and is examined to identify those students who are eligible for testing in a particular year. The pedagogues responsible for testing the ELLs are the ESL teachers, Mrs. Feggins and Mrs. Lee, Ms. Winston, IEP teacher, and Ms. Bherwani, Testing Coordinator. The procedure for testing is based on the dates given and set by the state. There are four components of the test. The first, speaking, is done on an individual basis for the entire testing window with only the ESL teachers. The listening, reading and writing is done during the testing window in a group setting with the ESL teachers, and any of the other pedagogues listed above.

The structure that is in place to ensure that parents understand all three programs choices, i.e. Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding English as a Second Language (ESL), is as follows: Parent Orientation sessions—which are offered to parents within the first ten days of registering children in the New York City school system--are given by the ESL pedagogues and the Parent Coordinator. Parents are given information during this session on the state standards, assessment, school expectations and general program requirements for the ESL program. Parents are given an agenda and information via the DVD in their native language about the programs available in New York City. Parents are also given brochures in their native language, to help them understand the programs available in the New York school system. Since our school does not offer a bilingual program, parents are told they have the option of transferring their child to a school in the district that provides the type of bilingual program they would like or need.

There is a question and answer period afterward and a Parent Survey and Program Selection form is filled out. If parents have additional questions, they will be able to contact any of the ESL teachers at their convenience. If parents are unable to attend orientation meetings in the mornings, then these meetings are scheduled for other times during the day and at the parents' convenience. These meetings are offered every month for any new admit. After the Parent surveys are completed, the original is placed in the students' cumulative folder and copies are kept in the ESL office, in the compliance binder. In addition, an indication of the completion of the survey is made on the ESL caseload. Mrs. Feggins will then inform the school secretary of the parent's choice of programs and enter this information on the new ELPC screen in ATS.

If parents cannot attend a particular session, we will invite them to a second session at a more convenient time for them. If they still cannot attend, then we will make a follow up call to find out how we can better accommodate them. If after multiple attempts is made and there is no response, then we will send the survey home and information that the parent can view the information online on the DOE website. This outreach information is kept via a log sheet to keep an accurate account of who attends and who cannot do so.

According to the Parent surveys over the past few years, and including this current school year, our parents opted for the English as a Second Language (ESL) program as a first choice. If a parent opts for TBE or DL, we will inform them that it is not available at this school, but we can put their names on a list, or we can recommend a school where such a program exists in their native language. If a TBE or DL is offered at our school in the future, the parents who requested either of these programs will be notified in writing, by the Parent Coordinator and the ESL teachers. If we note that parents have chosen dual language or transitional bilingual education as a first choice we will make a list of these parents and the language they speak. When the numbers of parents reach the required amount to offer a bilingual or dual language program then these parents on the list will be contacted and offered the appropriate program.

Most parents chose ESL at this time, therefore, this program is offered at our school and is aligned with their 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✪	No❄	If yes, indicate language(s):
Dual language program	Yes✪	No❄	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	2	2	3	2	1								11
Total	1	2	2	3	2	1	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	**Newcomers (ELLs receiving service 0-3 years)**	18	**Special Education**	16
SIFE	0	**ELLs receiving service 4-6 years**	14	**Long-Term (completed 6 years)**	1

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

	ELLs by Subgroups									
	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
TBE										0
Dual Language										0
ESL	52	0	9	15	0	6	1	0	1	68
Total	**52**	**0**	**9**	**15**	**0**	**6**	**1**	**0**	**1**	68
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	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
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):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

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	10	11	8	11	13	6								**59**
Chinese	0	0	0	1	0	0								**1**
Russian	0	0				1								**1**
Bengali				1										**1**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other	2	1	1	2	0	0								**6**
TOTAL	**12**	**12**	**9**	**15**	**13**	**7**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**68**

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

The organizational model at P.S. 254Q is Push-In and Pull-out free-standing English as a Second Language (ESL) program. This ESL program consists of a language arts instructional component and a content area instructional component. The language arts instructional component includes ELA (English Language Arts) and ESL. The program model is: heterogeneous. Therefore, all ELLs in this school are in heterogeneous classes.

A. Programming and Scheduling Information

To ensure that our ELL population receives the mandated number of instructional time per day, we will schedule our students to receive ESL services throughout the school day according to their proficiency levels. The ESL teachers will schedule beginning and intermediate level students to receive two units of instruction daily and advanced students will receive one unit of instruction daily. The beginning and intermediate students will receive service (instruction) a total of 360 minutes per week, and the advanced students will receive 180 minutes per week of ESL instruction and 180 minutes of ELA instruction by ESL teachers pushing in most of the time. The advanced students will have one unit of ELA per day for total of 180 per week, and one unit of ESL for a total of 180 minutes per week . To make the program successful, classroom teachers and ESL teachers have common preps or articulation periods to plan and align lessons. Grade meetings help provide continuity of instruction across grades.

To deliver instruction in content areas, ESL teachers push in to classes. The ESL teachers provide support and instruction within the confines and context of the general education classroom through collaboration with the classroom teacher. Together we identify skills and concepts appropriate to the grade, language proficiency level (B, I, A), and learning styles of the ELL students. The ESL teacher scaffolds the concepts, in English, taught by the general education teacher to the ELL students.

Our ESL program focuses on developing and teaching students to use academic language skills. Both the teacher and students use academic language to communicate, analyze and explain content. The teacher models the appropriate language and creates opportunities for using academic language. At P.S. 254, ELLs are taught how and when to use learning strategies. Students are shown when and how to use these strategies (teacher modeling) and are given opportunities to practice it. Another of the methodologies we use is to repeat a lot of the concepts in different ways to address their learning styles. Our program also focuses on differentiated instruction in which material is presented in smaller segments, assignments are expanded over a longer period of time, and instruction is provided within small group settings. Assessment activities are integrated into the program to help gage students' progress in acquiring the language.

We have considered SIFE students, our newcomers (ELLs in U.S. schools less than three years), our long-term ELLs (students in NYC school six years or more), and our special needs ELLs and devised a plan that will include offering SIFE students additional services and support: i.e. extra periods of instruction, AIS, peer tutoring and ESL after school program. At this time, our school has no SIFE students. Our plan for newcomers (newly enrolled ELL students) is to immerse them in day-to-day activities in their classes using ESL methodologies. A major focus will be on phonics-based language development. We will use Rigby's On Our Way to English Newcomer Kit, which introduces students to basic language, high frequency word activities, and it consists of a home-school connection. In addition, extra periods of ESL instruction will be provided as needed. For newcomers in all grades, there will be a major emphasis on learning the five hundred most frequently used English words, which includes the Dolch Word List. For newcomers in 3 - 5 grades, they will be in placed in extended day small group instruction to build more English proficiency using Finish Line for ELLs program and Mathematics Voyager program.

After analyzing NYSESLAT Combined Modality Report a plan was devised for ELLs receiving service for 4 to 6 years: For those students who did not meet the performance standard in reading, small group instruction using Macmillan/McGraw-Hill Treasures and Rigby In Step Readers guided reading programs will be used. Students will also use Imagine Learning English software program at various times each week. In addition, students will use Macmillan/McGraw-Hill Triumphs Intervention program and Strategies to Achieve Reading Success during the after school program. For those students who did not meet the performance standard in writing, small group instruction using Writing Fundamentals writing activities as well incorporating ESL methodologies to improve students' writing skills. Also, we will focus on building critical thinking skills in subject areas such as reading, mathematics, science etc. that take students beyond basic comprehension.

We have one student who have completed more than 6 years in our school. For this student we will differentiate instruction according to the resources we will provide to teach the student. This student will be placed in a small group with one of the ESL teachers. The resources entitled: Rourke ELL Intervention Kits; and Finish Line for ELLs: English Proficiency Practice will be used. The technology program, Imagine Learning English, will also be used because this program differentiates according to the level and skill of each student.

The plan devised for our ELL students with special needs is as follows: They will be serviced in small groups using visuals, manipulatives, and other ESL techniques with an emphasis on vocabulary development. Scaffolding techniques are used extensively with ELLs identified as having special needs. They will participate in all activities that general education ELLs are privy to and will be assessed according to their IEP mandates. For special education ELLs the focus will be on incorporating IEP goals with ESL mandates and methodologies.

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				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

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?

The targeted intervention in ELA for ELLs is accomplished by using Treasures - English Language Learners intervention program. The program is designed for each subgroup (beginner, intermediate, advanced students). There are differentiated tasks / activities for each subgroup. During the day, students in each grade and level will use the program to help them develop their oral language and academic language. The program will help ELLs to develop skills in understanding, speaking, reading and writing in English through integration of academic content appropriate to the student's age, grade level and language skills. For mathematics intervention, ELLs will use Everyday Mathematics and learn mathematics skills in English with the help of Spanish pedagogues as available. Differentiated instruction for each subgroup will be provided by ESL teachers. We incorporate the use of manipulatives to help students to understand mathematics concepts better. This hands on learning helps focus students' attention as they naturally want to play with and explore objects. For Science and Social Studies, the ESL teachers will use the materials and resources available to the general education population and provide differentiated instruction using ESL methodologies for each explicity subgroup. In addition, academic vocabulary instruction in mathematics, science, social studies is part of everyday instruction.

Intervention services is also offered in ELA and mathematics after school. The program used in ELA is Treasures - Triumphs. This program is a comprehensive one that helps students acquire basic reading skills. It offers intensive instruction to accelerate learning of those skills. The program is designed to focus on phonemic awareness, phonics, vocabulary, comprehension and fluency. The instruction is scaffolded with lots of ample practice in those skills.

In mathematics, we use V-Math and it includes the software program V-Math Live. The V-math program provides hands on lessons to help teachers present important mathematics concept using common manipulatives. Detailed support and explicit lesson dialogue ensure high-quality instruction. The software that is part of the program is an online resource that creates a stimulating environment for all students. Students practice their math skills, prepare for high-stakes tests, and play in real time competitions of speed and skill.

In addition, we integrate Imagine Learning English software program into our intervention services. This program targets the essential skills of literacy, vocabulary development, listening, and speaking. It provides scientifically based instruction and ongoing student assessments. We will also incorporate the use of programs on the ipad, i.e. to help students improve their phonics skills

The plan we devised for students who reached proficiency on NYSESLAT: Parents will be given the option to have their child receive services for an additional period of time. These former ELLs will be served according to their needs. Also, former ELLs will have testing accommodations for up to two years after reaching proficiency on the NYSESLAT, according to a State memo.

We plan to target the ELLs in 3 - 5 grades by pulling them into small groups with the ESL teachers three times a week to work on a particular skill they need additional practice in. During this time, targeted instruction will be provided using the supplemental materials entitled: Finish Line for ELLs, for additional English proficiency practice.

All ELLs, general and special education students, are afforded equal access to all school programs. They are invited to participate in all after school programs offered on Tuesdays and Thursdays and some Saturdays during the school year. These programs include: ELA, mathematics, social studies, Ezra Jack Keats Bookmaking competition, Penny Harvest, and Enrichment Clubs. In addition, ELLs will participate in all other school related programs, including Saturday Science Club, the Technology, Music, Dance and Physical Education Clubs. ELLs will go on trips with their classmates to Broadway plays, museums, aquariums, and farms.

The instructional materials used in the content area of English Language Arts are: Macmillan/McGraw Hill Treasures program and the Treasures English Language Learners program, the component specifically for the ELLs. This component addresses oral language proficiency, vocabulary, and other language activities to help students to become effective readers. For mathematics instruction, Everyday Mathematics is used with differentiated activities and manipulatives to engage our ELLs. Students are supported in their native language in the following ways: Our school has acquired literacy leveled books for our ELLs in their native language in the library and in the

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?

The targeted intervention in ELA for ELLs is accomplished by using Treasures - English Language Learners intervention program. The program is designed for each subgroup (beginner, intermediate, advanced students). There are differentiated tasks / activities for each subgroup. During the day, students in each grade and level will use the program to help them develop their oral language and academic language. The program will help ELLs to develop skills in understanding, speaking, reading and writing in English through integration of academic content appropriate to the student's age, grade level and language skills. For mathematics intervention, ELLs will use Everyday Mathematics and learn mathematics skills in English with the help of Spanish pedagogues as available. Differentiated instruction for each subgroup will be provided by ESL teachers. We incorporate the use of manipulatives to help students to understand mathematics concepts better. This hands on learning helps focus students' attention as they naturally want to play with and explore objects. For Science and Social Studies, the ESL teachers will use the materials and resources available to the general education population and provide differentiated instruction using ESL methodologies for each explicity subgroup. In addition, academic vocabulary instruction in mathematics, science, social studies is part of everyday instruction.

Intervention services is also offered in ELA and mathematics after school. The program used in ELA is Treasures - Triumphs. This program is a comprehensive one that helps students acquire basic reading skills. It offers intensive instruction to accelerate learning of those skills. The program is designed to focus on phonemic awareness, phonics, vocabulary, comprehension and fluency. The instruction is scaffolded with lots of ample practice in those skills.

In mathematics, we use V-Math and it includes the software program V-Math Live. The V-math program provides hands on lessons to help teachers present important mathematics concept using common manipulatives. Detailed support and explicit lesson dialogue ensure high-quality instruction. The software that is part of the program is an online resource that creates a stimulating environment for all students. Students practice their math skills, prepare for high-stakes tests, and play in real time competitions of speed and skill.

In addition, we integrate Imagine Learning English software program into our intervention services. This program targets the essential skills of literacy, vocabulary development, listening, and speaking. It provides scientifically based instruction and ongoing student assessments. We will also incorporate the use of programs on the ipad, i.e. to help students improve their phonics skills

The plan we devised for students who reached proficiency on NYSESLAT: Parents will be given the option to have their child receive services for an additional period of time. These former ELLs will be served according to their needs. Also, former ELLs will have testing accommodations for up to two years after reaching proficiency on the NYSESLAT, according to a State memo.

We plan to target the ELLs in 3 - 5 grades by pulling them into small groups with the ESL teachers three times a week to work on a particular skill they need additional practice in. During this time, targeted instruction will be provided using the supplemental materials entitled: Finish Line for ELLs, for additional English proficiency practice.

All ELLs, general and special education students, are afforded equal access to all school programs. They are invited to participate in all after school programs offered on Tuesdays and Thursdays and some Saturdays during the school year. These programs include: ELA, mathematics, social studies, Ezra Jack Keats Bookmaking competition, Penny Harvest, and Enrichment Clubs. In addition, ELLs will participate in all other school related programs, including Saturday Science Club, the Technology, Music, Dance and Physical Education Clubs. ELLs will go on trips with their classmates to Broadway plays, museums, aquariums, and farms.

The instructional materials used in the content area of English Language Arts are: Macmillan/McGraw Hill Treasures program and the Treasures English Language Learners program, the component specifically for the ELLs. This component addresses oral language proficiency, vocabulary, and other language activities to help students to become effective readers. For mathematics instruction, Everyday Mathematics is used with differentiated activities and manipulatives to engage our ELLs. Students are supported in their native language in the following ways: Our school has acquired literacy leveled books for our ELLs in their native language in the library and in the classroom. Teachers and paraprofessionals who speak the students' native language will provide academic support. In addition, staff who speak the students' native language will provide instruction as needed. In Social Studies, the program used is entitled Scott-Foresman Social Studies and ELLs use Harcourt Science and apply ESL methodologies.

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?

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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?

The parental involvement provided at our school for our ELL parents are: Parent Coordinator provides ongoing workshops to enhance parenting skills and to inform parents of services available to them. Parents are used as translators during meetings, i.e. Parent Association, Parent Teacher Conferences. Parents are invited to participate in all parent activities in our school, i.e. Parent Book of the Month workshops (monthly), Coffee and Conversation with the Principal, Art and Technology workshops, Family Movie Night, ARIS training, ELA and Mathematics Test Prep workshops and Family Contests, i.e. Traditional Turkeys, Sensational Snowman, etc. Parents are invited to the school's library daily to borrow books with their child and to utilize the Parent Lending Library. There is also an ESL class for parents held on a weekly basis.

The needs of the parents are evaluated based on conversations between parents and parent coordinator; parents and classroom teacher; parents and administration; and parents and ELL teachers. Our evaluation process is informal. Parents usually inform the parent coordinator or the teachers of their needs, or we (parent coordinator, ESL and classroom teachers) observe if a parent is not understanding certain activities and address that uncertainty by way of a specific action, i.e. a workshop to explain and give more information. According to the needs of the parents, i.e. desire to learn English, ways to help their children, etc., activities or workshops, like the ones addressed above and through the Parent Association (PA) executive board is devised. Our PA coordinates activities for parents such as inviting community based organizations to give presentations, special guests to speak on topics relevant to the parents' needs. We partner with the guidance counselor and New York Psychotherapy & Counseling Center to provide workshops on behavior management, difference between discipline and abuse and how to help students with special needs.

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

D. Professional Development and Support for School Staff

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

Our professional development is designed to ensure that all staff who work with ELLs understand their role in working with ELLs, the state and city mandates so that ELLs get the optimum help needed, and the strategies that will help ELLs acquire the second language (English) successfully. We will have workshops during the school day and before school. On professional development days, we will present topics that are needed to help our teachers work with our ELLs in more meaningful ways, i.e. general principles and best practices for ELL instruction. Some professional development workshops will inform and discuss with staff the culture of students' communities and ways our students develop social and academic language.

In addition, we will inform teachers or other staff of professional development opportunities offered by OELL. The assistant principals, paraprofessionals, guidance counselor, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinator will be informed of all professional development opportunities in our school and by OELLs geared toward the needs of ELLs.

Our professional development will include topics that will help teachers and other staff who work with ELLs to help improve the four modalities. ESL teachers and other consultants will provide workshops and turnkey information to help teachers understand mandates for ELLs. Topics include but are not limited to—Background Knowledge & Brainstorming Activity, Supporting ELLs in Mathematics

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Our professional development will include topics that will help teachers and other staff who work with ELLs to help improve the four modalities. ESL teachers and other consultants will provide workshops and turnkey information to help teachers understand mandates for ELLs. Topics include but are not limited to—Background Knowledge & Brainstorming Activity, Supporting ELLs in Mathematics Classroom, Scaffolding the Teaching of Reading, Vocabulary Building, NYSESLAT training, Using Technology to Improve English Language Development and Using Data to Plan Instruction. Our professional development will continue to evolve as we observe and are told by teachers what their needs are to help ELLs succeed. The workshops will follow a format of giving information, i.e. what the research states; a discussion--which includes an activity; and then a question and answer time. Examples of the activities we will use to help teachers of ELLs are: carousel brainstorm; show how to use total physical response; demonstrate the scaffolded strategy with vocabulary; demonstrate how to use technology program--Imagine Learning English.

To ensure that our general education teachers and special education teachers receive the mandated hours (7.5 and 10 hours respectively) we will provide the following training for all staff. Workshops during school and before school, i.e. lunch-and-learns during school hours, full day professional development days and before school professional development. These workshops will be given by the ESL specialists and professional staff developers who are invited to present topics that are pertinent to the staff's needs. In addition, ESL teachers will attend staff development given by their district and the Office of English Language Learners (OELL). Staff will also be provided opportunities to visit the ESL teachers as they work with their small groups to use these times to fulfill their requirements.

At each workshop attendance is recorded. At the end of the school year, hours in attendance at in-house workshops, observations of ESL teachers and other workshops attended outside of school will be totaled and a certificate of completion will be awarded to any teacher who has met the requirements and placed in their file.

The support we offer staff to assist ELLs as they transition to middle school is to provide workshops that inform staff what programs are offered in middle school. What type of scores / grades are required for students to get into specialty middle schools / programs. Staff is provided with workshops to help ELLs know what is needed for them to succeed in middle school.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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The needs of the parents are evaluated based on conversations between parents and parent coordinator; parents and classroom teacher; parents and administration; and parents and ELL teachers. Our evaluation process is informal. Parents usually inform the parent coordinator or the teachers of their needs, or we (parent coordinator, ESL and classroom teachers) observe if a parent is not understanding certain activities and address that uncertainty by way of a specific action, i.e. a workshop to explain and give more information. According

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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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. 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?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The assessment tools we use to assess the early literacy skills of our ELLs are: ECLAS-2 and Fountas and Pinnell. In E-CLAS-2, teachers assess students to find out if they are meeting benchmarks. Some of the information assessed with these assessment tools are vocabulary, phonemic awareness, sight words, listening and writing, reading, decoding and comprehension skills. These tools are used

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.

Our program does provide native language support by giving students access to bilingual dictionaries, native language classroom and school libraries, technology enrichments in the native language (Imagine Learning English software program), and the frequent use of the buddy system to support content instruction in the native language.

Since we have a choice as to whether we want our ELLs to take the ELL Periodic Assemments, we have decided not to order these tests this 2011-2012 school year and have our ELLs evaluated using same.

We will have an ELL after school for NYSESLAT practice. We will use the general education staff, in addition to the ESL teachers to provide instruction for our ELLs.

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	1	1	0	0							
	I	0	2	2	0	0	0							
	A	7	3	5	2	2	0							
	P	11	14	11	15	10	0							
READING/ WRITING	B	3	2	1	1	1	0							
	I	3	4	4	3	1	0							
	A	3	2	9	5	4	0							
	P	11	12	5	8	6	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	6	12	0	19
4	0	8	2	0	10
5	0	1	0	0	1
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0		3		14		3		20
4	0		0		6		4		10
5	0		1		0		1		2
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					1		9		10
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

1. 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.
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4. For each program, answer the following:
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In comparing the past data of students' reading levels using Fontas and Pinnell scale, ELLs in lower grades will be expected to move at least one reading level by the end of December 2011. The information we acquire from this data will help the school to focus on specific skills and write goals that will meet the needs of our ELLs to advance them even more by June 2012. Some ways we can incorporate to improve reading skills, are: increasing time on task for work assigned, adjusting speech to simplify instructions not the task, modeling skills, providing continual practice on concepts that are not clear to the students, and using more hands-on and visual materials--concrete objects to

help those that are especially tactile.

Students in most grades exhibited greater success in listening and speaking than in reading and writing according to the modalities data seen on NYSESLAT. More beginner and intermediate students achieved proficiency in listening and speaking than in reading and writing.

After examining the data on NYSESLAT, and LAB-R we noted that the areas in which students have not met the standards and their greatest needs are reading/writing. Therefore, we will focus on teaching students how to comprehend reading passages and improve their writing skills. Since NYSESLAT and the ELA state test assesses comparing and contrasting when writing the essay, we will also emphasize this area of writing with our students. In addition, we will have small group instruction to focus on integrating content-area instruction and language development activities and on explicit instruction in both reading and writing.

Students who took LAB-R and did not exhibit much progress in listening and speaking, will be given intense instruction in these two areas using Imagine Learning English, a technology program; books on tape; lots of conversation practice, including online listening and speaking site. and singing songs. All of these practices will be assessed by mostly using question and answer technique.

Of the nineteen students in the 3rd grade who took the NYS ELA, only one scored a level 1; six scored a level 2; twelve scored level 3; and no student scored level 4. In that same grade for NYS Math, of the twenty students who took this test, no student scored level 1; three

Additional Information
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Part VI: LAP Assurances

School Name: P.S. 254 Queens		**School DBN:** 27Q254	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Naomi Drouillard	Principal		
Pamela Markham / Cheryl Leone	Assistant Principal		
Elizabeth Arnold	Parent Coordinator		
Sherma Feggins/ Yoon Lee	ESL Teacher		
Carmen Hernandez	Parent		
Ivette McCarthy/Social Studies	Teacher/Subject Area		
Theresa Winston / SPED/AIS	Teacher/Subject Area		
Sharon Bherwani	Coach		
H. Sosnovsky/J. Marciano	Coach		
Stacey Esposito	Guidance Counselor		

School Name: P.S. 254 Queens		School DBN: 27Q254	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph M. Blaize	Network Leader		
S. Gerloven	Other Library Media Spec		
D. Whitecavage/ L. Kalendarov	Other Speech Specialists		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q254 **School Name:** P.S. 254

Cluster: _____ **Network:** 531

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.

The data and methodologies we used to assess P. S. 254's written and oral needs were:

Parental requests for explanations of written notices and letters on a continuous basis. In addition, there was a lack of response when information was sent home in English only, versus when information was sent home in parents' native language. We observed the need for translation of information during Parent Association meetings and other workshops/meetings. We also used data from the Home Language Identification Surveys to identify the languages used to accurately provide the interpretation needed. Also, during past Parent Teacher Conferences, we observed the number of languages spoken and the amount of parents that needed translation. P.S. 254Q is located in a culturally diverse community and many languages are spoken by parents and students.

Our school determines the primary language spoken by each parent through the Home Language Identification Survey. We also keep track of the number of parents requesting information in their home language. In addition, our school determines if parents need language assistance to communicate effectively with the Department by asking them if they require such.

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.

We conducted a needs assessment and concluded that the ELL parents did not understand notices that were sent to them in English. Our needs assessment was done orally, by asking the parents if they wanted the information in their language if it was available; and according to the number of parents who informed us that they spoke another language on the Home Language Identification Survey. We noted that when notices were translated into native language, the rate of return responses increased. We used the data from the Home Language Identification Survey and the ATS Home Language Report to conclude which languages should be targeted. These findings were reported to the school community during Parent Association meetings. The number of parents in need of these services is approximately 346. The languages available from the Department are: Spanish, Chinese, Bengali, Arabic, Urdu and Russian. We can meet the needs of about320 parents through the Translation and Interpretation Unit.

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.

The written translation services P.S. 254 will provide is from the DOE's Translation and Interpretation Unit. In addition, teachers and other personnel can translate letters, notices, and any other information in parents' native language to help parents understand what is required of them. To ensure timely provision of translated documents, we will make sure that information is sent to DOE's services in the timely manner that they have requested. Teachers will also be hired to translate during Parent Association meetings. Parents and paraprofessionals will be hired to translate during Parent Teacher Conferences or other school meetings.

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.

We will use several on-site teachers and other school personnel to translate information orally to parents. We will provide interpreters to make or answer phone calls, and to translate information at group or one-on-one meetings, workshops, etc. We will use the Department's interpreters to provide service to parents either by telephone or in person as available. Several parents expressed their interest in volunteering therefore, we will use parent volunteers to help translate at group and one-on-one meetings. We keep a list of the parents and contact them as needed.

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.

Language Assistance Services information in the targeted languages will be posted near the entrance of the school, in the front lobby at all times, according to Chancellor's Regulations A-663. The Parents Bill of Rights, interpretation notice signs and safety plan are provided in the languages of our parent 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: 27Q254
Cluster Leader: Debra Maldonado	Network Leader: Joseph M. Blaize
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: 68 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: 10 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 8

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:

Our goal is for the ELLs in our school to become proficient in the English language, both academically and socially. To this end, we have developed a plan to improve students' reading and mathematics skills to succeed now and in the future and it also includes improving their ELA and Mathematics scores on state exams. ELA and mathematics scores have fluctuated among our ELLs. Although most of the ELLs in the third grade scored level 3 on the ELA, we need to make sure that the six students who scored level 2 and the student who scored level 1, as well as our level 3 students, improve and move to the next levels. In 4th grade many our students need to move from a level 2; and in 5th grade we want to move all of our ELLs to level 3 and above.

We will conduct after school programs for our ELLs in two phases. The first phase will be held three times a week—from October through December 2011, and the second phase will be held four times a week from January to May 2012. In Phase One, sessions will be held on Tuesdays, Wednesdays, and Thursdays from 3:40 p.m. to 5:00 p.m., and in Phase Two, sessions will be held on Mondays from 2:50 – 5:00 p.m., Tuesdays, Wednesdays and Thursdays from 3:40 to 5:00 p.m. The total number of sessions for the first phase is 25 sessions with one of our fully certified ESL teachers and seven content area teachers fully licensed in common branches, and the second phase will be 46 sessions with two fully certified ESL teachers and 8 fully licensed common branches teachers.

ELLs in grades 3 to 5 will be involved and supported in English Language Arts, and Mathematics afterschool programs in Phase One; and ELA, Mathematics and NYSESLAT programs in Phase Two. For each afterschool program the instructional materials will be geared toward improving content information and building English proficiency skills. For the ELA program, we selected a program with scaffolded instruction in three key competencies: Reading skills, developmental phonics and language skills to help our English language learners improve on-grade-level reading proficiency and academic success. The programs we will purchase with Title III funds and will use to teach are: Treasures Triumphs, a reading intervention program incorporating strands, i.e. phonics, vocabulary, comprehension and fluency. Students will engage in systematic phonics, multi-sensory activities, and formal and informal assessments. The scaffolded lessons will provide ample practice for students and will provide corrective feedback. This mix of fiction and nonfiction stories provides repetition and review of skills taught daily. In addition, Strategies To Achieve Reading Success (STARS), and Comprehension Achievement of Reading Strategies (CARS) will be used on one day of the week to practice for the ELA state examination. In addition, Progress ELA; ELA Workout; New York State Coach and Kaplan Advantage will be used for additional ELA practice in our afterschool program. These programs are all designed to teach reading comprehension strategies to struggling readers to improve

Part B: Direct Instruction Supplemental Program Information

their reading skills.

For Mathematics: Kaplan Test Companion, Voyager Math (V-math) and Coach Mathematics programs will be used; and for the NYSESLAT program, Getting Ready for the NYSESLAT and Beyond will be used for ELLs in all grades K-5.

Throughout the school year, our after school programs will provide help for all students on all grade and proficiency levels. Instruction will be provided to support, supplement and enrich the standards-based curriculum utilized during the regular day school program.

We will include Total Physical Response (TPR) activities to help our ELLs develop vocabulary and appropriate classroom behaviors. We will use pre-reading activities, i.e. visuals, to motivate student interest; encourage students to activate prior knowledge, and to make personal connections.

The 3rd, 4th and 5th grades will be invited to the ELA and mathematics afterschool programs. We will invite first grade to fifth grade to NYSESLAT afterschool program. The number of teachers needed for groups of 8 to 10 students will be: three teachers for ELA and mathematics; and 5 teachers needed for NYSESLAT. These teachers will consist of licensed ESL teachers, and common branches general education teachers.

We will continue to purchase/renew licenses for Imagine Learning English software to build our ELLs speaking, listening, reading and writing skills. This program will improve ELL proficiency skills and reading comprehension.

ELLs will participate in all school related programs, including Saturday Science Club, AIS literacy and mathematics after school programs, and the Technology, Music, Dance and Physical Education Clubs. ELLs will go on trips with their classmates to plays, museums, aquariums, and farms. We will provide funds for admission to all trips and include ELLs in educational trips.

Part C: Professional Development

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

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

Begin description here:

The teachers who deliver instruction to ELLs during the regular day school and the extended day program will participate in professional development sessions on a monthly basis. Examples of workshops include: Meeting the Needs of Diverse Learners in Grades K-5, Addressing the Vocabulary Needs of English-Language Learners, Instructional Practices for English Learners Only, and Common Core Learning Standards for ELLs. These workshops would entail planning sessions targeting specific instructional objectives for each student and outlining the activities for each teaching session. In addition, the teachers will attend specific professional development workshops that focus on strategies

Part C: Professional Development
to help ELLs. The ESL teachers will attend appropriate workshops with classroom teachers and turnkey relevant information. The professional staff developers, i.e. coaches in our school will also provide staff development after school targeting ELLs to improve instruction in literacy and math. The resulting professional development will enhance student language acquisition and increase student achievement on all assessments. These workshops will be given by the two ESL teachers--Mrs. Feggins and Mrs. Lee as well as other ESL specialists in our network. Funds will be allocated for professional development workshops.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: The parental involvement provided at our school for our ELL parents are: Parent Coordinator provides ongoing workshops to enhance parenting skills and to inform parents of best practices they can do with their children. In addition, there is an ESL Language Class for parents held weekly beginning December, 2011 and ending in June, 2012. Parents are invited to participate in all parent activities in our school, i.e. Parent Book of the Month workshops (monthly), Coffee and Conversation with the Principal, Art and Technology workshops, ARIS training, ELA and Mathematics Test Prep workshops and Parents are invited to the school's library Tuesday, Wednesday and Thursday during extended day to borrow books with their child and to access the Parent Lending Library. Many of our ELLs parents are on the School Leadership Team and are part of the Parents' Association in our school. The presenters for the workshops include H. Sosnovsky & J. Marciano (coaches); A. Popovic (Art teacher); S. Bherwani (Testing Coordinator); E. Arnold (Parent Coordinator); S. Feggins and Y. Lee(ESL teachers); and S. Gerloven (Library Media Specialist). The information will be presented on fliers, letters and in a newsletter to the parents. In addition, the parent coordinator will contact parents of ELLs who signed up for any of the programs mentioned above to encourage parents to attend workshops.

Part D: Parental Engagement Activities

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11548		
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) • Per session • Per diem	$8,485.17	1 teacher - 25 sessions @1.5 hrs = 31.5 hrs 31.5 hrs x $50.06 (per session rate including fringes) total cost =$1,576.89 46 sessions @ 1.5 hrs.= 69 hrs. 69 hrs x $50.06 (per session rate including fringes) total cost = $3,454.14 2 teachers = $6,908.28
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula,	$212.	Leveled books in native languages and English

Part E: Budget		
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Allocation Amount: $11548		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	$2850.	Imagine Learning English software for 19 licenses
Travel		
Other		
TOTAL	$11,547.17	