



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: DAG HAMMARSKJOLD SCHOOL
DBN (i.e. 01M001): 22K254
Principal: LINDA ALHONOTE
Principal Email: LALHONO@SCHOOLS.NYC.GOV
Superintendent: DR. RHONDA FARKAS
Network Leader: LISA GIGOUX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Linda Alhonote	*Principal or Designee	
Eva Dilfanian	*UFT Chapter Leader or Designee	
Yves Etienne	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	
Ruby Phan	Member/ PTA Co-President	
Dawn Cannava	Member/ Teacher	
Patricia Comer	Member/ Teacher	
Maria Marionakas	Member/ Teacher	
Susan Milstein	Member/ Teacher	
Azza Ebrahim	Member/ Teacher	
Gayle Horio	Member/ Parent	
Sergey Brestovitskiy	Member/ Parent	
Suyan Lin	Member/ Parent	
Irina Melnik	Member/ Parent	
Hanea Saleh	Member/ Parent	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, there will be a 3% increase in students making at least one year's progress in ELA as demonstrated by student assessment results.

Comprehensive Needs Assessment

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

Based upon the data that was analyzed, including ELA results, Fountas and Pinnell, baseline assessments, and Progress Reports for the last 3 years (2010-11, 2011-2012 and 2012-13) and after consultation with the School Leadership Team, it was agreed that there is a need to increase the percentage of students, including SWD and ELLs, making at least one year's progress in ELA. During the 2011-2012 school year, 69% of students made at least 1 year's progress on the ELA vs 60% of students made progress during the 2012-2013 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development will be given on the following topics: analyzing student work and data to plan differentiated instruction, Academic Vocabulary, Ready Gen, Questioning and Discussion Techniques, including supporting students in constructing viable arguments that use text evidence in discussion and in writing responses, and providing feedback to students.
2. Use of Data: teacher teams will meet to analyze data and ensure units of study, lesson plans and rubrics are Common Core aligned; teacher teams will evaluate and assess student work and plan next steps; instructional reading levels will be collected and analyzed three times this school year; analysis of periodic assessments to plan targeted instruction that is aligned to the CCLS.
3. Instructional Practices: data analysis will be a crucial component of our balanced literacy approach to literacy instruction; students will utilize rubrics and engage in rigorous units of study in both reading and writing; Renzulli reading and writing programs will be implemented in 1st – 5th grade classes; staff developers and AIS providers will give additional targeted support to students.
4. Afterschool programs will be varied for students' needs and based on available funding.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, Teachers, Achievement Coach, Paraprofessionals and Students
2. Administration, Teachers, Network Data Coach, Paraprofessionals and Students
3. Administration, Teachers, paraprofessionals and students
4. Administration, Teachers and Students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Periodic assessments, in house teacher created assessments, end of unit performance tasks, data from observations aligned to the Framework for Teaching,

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. PS 254 continues to support 3 full day Pre-Kindergartens in order to work on developing oral language ability and emergent literacy skills that all students need in order to ensure a successful transition into the elementary school grades.
2. We will engage students in CCLS aligned ELA Curriculum in conjunction with a rigorous balanced literacy approach to delivering instruction.
3. Reso A funds will be used to purchase computers and add new technologies in order to further enhance our students' abilities to become 21st century learners.
4. Academic afterschool programs will provide support for students in ELA instruction in grades 3-5. Specifically, the focus will be on strengthening reading comprehension (primarily using informational texts) and writing strategies/tasks and activities that align with CCLS. Writing strategies will emphasize expressing viewpoints and arguments in well thought out responses.
5. A CASA grant will support our efforts to integrate and further develop and strengthen literacy through the arts.
6. Our school Wellness Council meets regularly to discuss how to incorporate a healthy life style which includes good nutrition and exercise into our daily school routines and its impact on student achievement. The Wellness Council provides an opportunity for students to engage in authentic nonfiction reading and writing activities such as informational research projects and persuasive writing pieces.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Teaching staff (specifically content area specialists) will design information sessions on ELA for parents, i.e., curriculum nights
2. Parents of Levels 1 and 2 students will attend informational sessions and participate in extended conferences with their child's teacher.
3. Materials and resources.
4. Parent coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions
5. Parent Coordinator will send out mass emails to keep parents informed. Information is translated as needed to help parents of ELL students to understand the children's needs.
6. The school created and will distribute a parent handbook and monthly calendar (translations are available)
7. Parents will be trained on how to use ARIS Parent Link

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be consistent use of technology school wide as evidenced by 100% of students in grades 3-5 completing at least 2 projects that incorporate technology into the content area subjects.

Comprehensive Needs Assessment

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

Based upon the upcoming PARCC assessments, which will incorporate technology, and after consultation with the School Leadership Team, it was agreed that there is a need to increase the use of Technology, both in teaching and learning.

Due to the large ELL and former ELL student population, it was determined that multi-media and technology tools could provide additional scaffolds for academic language and vocabulary development.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development: Differentiated Professional Development will be given on the following topics: STARS, Periodic Assessments, SESIS, Google Docs, and Renzulli Learning. Additional Professional Development will be provided on the integration of Technology (i.e., Promethean Boards, Elmos, etc) in all areas of instruction. Students will be engaged in the use of 21st Century multimedia tools to create and produce differentiated projects throughout the content areas; technology teachers will collaborate with classroom teacher to integrate technology into their daily instruction; technology teachers will work with Teacher Teams to include technology components in ELA and Mathematics instruction.
2. Use of Data: teachers will analyze student data, assessments and monitor progress for the use of planning differentiated instruction; teachers will use NYC DoE accountability tools: MoSL, STARS, Periodic Assessments, as well as school databases to analyze and plan differentiated instruction.
3. Instruction: in line with CCLS, teachers will deliver instruction in all content areas through the use of 21st Century tools such as Promethean Boards, Elmos, etc.; students will be engaged in rigorous CCLS aligned tasks/activities that require the use of technology and creation of collaborative multimedia projects; teachers and students will collaborate on creating and maintaining current class web pages that include samples of student work, student resources and information; students will utilize classroom technology and the Computer Lab to produce computer researched and generated projects; electronic portfolios will be created for students using Renzulli; classes will receive technology enrichment each week

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, Technology Instructional Specialist, Teachers, Staff Developer
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. In house teacher created assessments, end of unit performance tasks, research projects. Teacher teams will analyze the effectiveness of technology tools used in the student activities and instructional practices being used in our core content areas of ELA, Math, Social Studies and Sciences. Teacher teams will determine what additional technology supports are needed to enhance instructional practices and student outcomes.
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. We will engage students in CCLS aligned ELA Curriculum in conjunction with a rigorous balanced literacy approach to delivering instruction. 2. Reso A funds will be used to purchase computers and add new technologies in order to further enhance our students' abilities to become 21 st century learners. 3. Academic afterschool programs will provide support for students in ELA instruction in grades 3-5. Specifically, the focus will be on strengthening reading comprehension (primarily using informational texts) and writing strategies/tasks and activities that align with CCLS. Writing strategies will emphasize expressing viewpoints and arguments in well thought out responses.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Teaching staff – specifically Technology Specialist will design information sessions for Parents: Technology Workshops, Renzulli Learning, etc. Title III Parent workshops will incorporate technology and apps that facilitate second language learning The school will use Global Connect to inform parents of workshops, school events and important school information. Parent Coordinator will send out mass emails including translations, to keep parents informed Parents will be trained on how to use ARIS Parent Link. Parents will have access to class web pages that provide parent and student resources and electronic portfolios for their child's work on Renzulli.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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 2014, there will be an increase of 2% of ELLs moving to the next level in reading and writing achievement as measured through a variety of indicators, including but not limited to: MoSL, Fountas & Pinnell Reading Assessment, culminating performance tasks, writing samples, teacher made assessments and the NYSESLAT.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After conducting a 3 year trend analysis of ELL, ELA, NYSESLAT and Progress Report data, it was determined that ELLs have not made the same progress as native English speakers. As a result, we have made progress of our ELL subgroup a priority this year. During the 2012-2013 school year, 60% of students made at least one year's progress on the ELA, however 48.8% of ELLs made one year's progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Professional Development will be offered on the following topics: using data to differentiate instructional approaches, incorporating scaffolded instructional strategies into CCLS aligned instruction, ELL strategies for developing academic vocabulary, incorporating alternate text sets into instructional planning.

2. Use of Data: teacher teams will meet to incorporate ELL strategies in CC aligned curriculum; teacher will evaluate and assess student work and plan next steps; instructional reading levels will be collected and reviewed in November, January, March and May; review of vocabulary notebooks by administration and teacher teams – feedback will be given to plan next steps.
 3. Instructional Practices: data analysis will be used for forming differentiated, instructional groups; teacher teams will embed academic language and word play strategies into units of study; all students will independently complete rigorous, CCLS aligned, end of unit performance assessments; all students will engage in nonfiction reading and writing in the content areas of ELA, math, science and social studies; all students will maintain individualized vocabulary notebooks that include academic language and phraseology; all ELL students in grades 2-5 will be invited to attend the after school Title III program.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Administration, ESL Teachers, Staff Developer, Data Specialist, Classroom Teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teachers will meet in teams to review student data gathered from ELL student work and formative assessments
 2. Teacher teams will analyze the effectiveness of the activities/strategies and develop lessons that are aligned to Common Core State Standards
 3. ELL Scaffolds will be embedded in CC aligned curriculum. The focus will be on academic vocabulary and literacy skills specific to ELL needs.
 4. Teachers will determine, based on data, what additional differentiated instruction and ESL supports are needed.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. We will engage students in CCLS aligned ELA Curriculum in conjunction with a rigorous balanced literacy approach to delivering instruction.
 2. Reso A funds will be used to purchase computers and add new technologies in order to further enhance our students' abilities to become 21st century learners.
 3. Academic afterschool programs will provide support for students in ELA instruction in grades 2-5. Specifically, the focus will be on strengthening reading comprehension (primarily using informational texts) and writing strategies/tasks and activities that align with CCLS. Writing strategies will emphasize expressing viewpoints and arguments in well thought out responses.
 4. A CASA grant will support our efforts to integrate and further develop and strengthen literacy through the arts.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teaching staff, specifically ESL Specialists, Data Specialist and Technology Teacher will design information sessions and workshops for parents, i.e., curriculum nights; technology workshops; etc.

Workshop materials will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school

Parent Coordinator and other staff members will attend regularly scheduled parent meetings to share information and respond to parent questions.

Parents of ELLs will be invited to attend parent evening workshops, i.e., technology, curriculum nights, English Language classes for parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 2014, ensure that all 2013-2014 Citywide Instructional Expectations are implemented school wide.

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.

The citywide instructional expectations ensure that curriculum is aligned to the CCLS and provide for rigorous quality instruction. They also enhance teacher practice through the implementation of Advance and the Framework for Teaching.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development will be given to all teachers on the core curriculum in math utilizing Go Math.
2. Professional Development will be given to all teachers on the core curriculum in ELA utilizing Ready Gen, integrated with Balanced Literacy.
3. Professional Development will be differentiated for teachers based on data from classroom observations.
4. Teachers will self-assess and set professional goals that align to specific components of the Danielson rubric.
5. Administration and teachers will participate in Professional Development offered by our network team.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, Teachers, paraprofessionals, students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams will meet for instructional planning in ELA and math.
2. Units of study will incorporate text dependent questions, higher order thinking questions and opportunities for students to question each other
3. Students will extend each other's thinking and crafting of questions to help each other deepen and elaborate upon their thinking.
4. Math strategies will emphasize constructing viable arguments and critiquing the reasoning of others.
5. Meaningful, timely feedback will be provided to teachers
6. Throughout the year, Administration will meet with individual teachers to discuss their progress toward meeting the goals that have been set.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Professional Development time on Mondays and Wednesdays.
2. Monthly grade conferences
3. Monthly faculty conferences

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teachers will communicate assessment data with parents a minimum of four times per year through parent conferences, report cards and meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Based on assessed needs, at-risk students are given targeted instruction in phonemic awareness, phonics, fluency, comprehension and vocabulary. Writing skills are also addressed. The classroom teacher provides differentiated instruction using a variety of resources and strategies. Out of classroom teachers are members of teacher teams to ensure that students' needs are addressed. Programs used include but are not limited to: Foundations, Wilson Reading, Great Leaps, Leap Frog, etc. Progress monitoring is ongoing.	Small Group instruction 1 to 1 instruction	During school day, extended day and afterschool
Mathematics	Based on assessed needs, at-risk students are given targeted instruction in both computation and problem solving. The classroom teacher provides differentiated instruction using a variety of resources and strategies. Out of classroom teachers are members of teacher teams to ensure that students' needs are addressed. Programs used include but are not limited to: Go Math, Minute Math, etc	Small Group instruction 1 to 1 instruction	During school day, extended day and afterschool
Science	At-risk students are given	Small Group instruction	During school day, extended day

	targeted instruction using a variety of reading and writing strategies within the content areas which are embedded in CCLS aligned units of study. Instruction is provided using multiple entry points and supported by leveled trade books and materials	1 to 1 instruction	and afterschool
Social Studies	At-risk students are given targeted instruction using a variety of reading and writing strategies within the content areas which are embedded in CCLS aligned units of study. Instruction is provided using multiple entry points and supported by leveled trade books and materials	Small Group instruction 1 to 1 instruction	During school day, extended day and afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><u>Guidance Counselor/Psychologist/ Social Worker:</u> Work with students targeted by teachers, SAT team and parents who are in need of these services. They also provide service to at-risk students who are having difficulty adjusting to their educational programs and special education children whose IEPs mandate these services. The team provides at-risk counseling and community outreach to families of at-risk students as well as families in crisis.</p> <p><u>Health-related Services OT, PT, Speech:</u> Provide mandated and at-risk</p>	Small Group instruction 1 to 1 instruction	During school day, extended day and afterschool

	services as needed		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
		x	

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
n/a

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
n/a

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
n/a

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
n/a

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Public School 254, and the parents of the students participating in activities, services, and programs 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 2013-14.

I. School Responsibilities

Public School 254 will:

1. Provide high-quality, Common Core aligned curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows through the Balanced Literacy Approach (read aloud, independent reading, guided reading, writing workshop, phonemic awareness), Go Math program, NYC Science curriculum and New York State Social Studies curriculum.
2. Hold parent-teacher conferences twice a year. Conferences will be held in November and March with evening and afternoon conferences.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: state assessments, Interim Assessments, Fountas and Pinnell assessments for grades K-5, report cards three times a year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during the school day according to the teacher's schedule. Appointments should be pre-arranged with the classroom teacher for a mutually convenient time. The Parent Coordinator is always available to act as the liaison between the home and the school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents can observe during Open School week in November. Parents will be invited to attend special celebrations throughout the year.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. 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.
8. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.
9. 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.
10. 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:

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

- Ensure students are in attendance regularly and arriving to school on time.
- Making sure that homework is completed accurately.
- Monitoring amount and content of television watched.
- Monitor Internet usage.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Attending parent teacher conferences and stay informed of my child's progress.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups..
- Follow school rules in regards to safety, including during dismissals and arrivals.

III. Student Responsibilities:

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

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

-

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 22	Borough Brooklyn	School Number 254
School Name The Dag Hammarskjold School		

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

Principal Linda Alhonote	Assistant Principal Kerri Moser
Coach Lisa Davino (Literacy)	Coach Jean Hunt Heller (Math)
ESL Teacher Valerie Galpert	Guidance Counselor Henry Ahearn
Teacher/Subject Area Sherry Goldberg/ESL	Parent Yves Etienne
Teacher/Subject Area type here	Parent Coordinator Karen Tam
Related Service Provider type here	Other Sheila Singer (CFN 605 ELL)
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	651	Total number of ELLs	116	ELLs as share of total student population (%)	17.82%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
self-contained	1	1	0	0	0	0								2
Pull-out	3	1	3	2	2	1								12
Total	4	2	3	2	2	1	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	116	Newcomers (ELLs receiving service 0-3 years)	103	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	103	0	6	13	0	6	0	0	0	116
Total	103	0	6	13	0	6	0	0	0	116

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Hispanic/Latino: <u> </u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

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	4	1	2	3	3	1								14
Chinese	8	6	8	1	0	3								26
Russian	16	13	6	4	9	2								50
Bengali	0	0	0	0	0	0								0
Urdu	1	2	0	0	2	0								5
Arabic	0	2	4	0	1	0								7
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	4	4	2	2	1	1								14
TOTAL	33	28	22	10	16	7	0	0	0	0	0	0	0	116

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	19	5	3	2	4	1								34

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	8	5	1	3	1								18
Advanced (A)	14	15	14	7	9	5								64
Total	33	28	22	10	16	7	0	0	0	0	0	0	0	116

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	8	1	0	12
4	2	5	1	0	8
5	6	6	0	0	12
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	4	1	4	0	1	1	15
4	2	0	4	1	1	0	2	0	10
5	6	2	6	0	1	0	0	0	15
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	3	1	6	1	11
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess early literacy skills of our ELLs, the Fountas and Pinnell Benchmark Assessment Tool Kit and Primary Literacy Assessment are used to analyze the individual student's ability in Decoding, Reading Comprehension, Writing and Fluency. We also utilize running records, classroom observations, written work, interim assessments, results of LAB-R and NYSESLAT, and in class grade level assessments. The data is analyzed and the results of these assessments help inform our school's instructional plan. The data shows that our ELLs need additional support in the decoding, reading and writing. In addition, our beginner ELLs need support in vocabulary development.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data shows that our ELLs need additional support in vocabulary development in the content areas. As a result, our ELL program is designed to meet the differing needs and support the strengths both in vocabulary acquisition and conceptual development. ELL teachers use student performance data to plan instruction, differentiate learning and teaching to meet the needs of each ELL student, during ESL instruction as well as during our Title III after school program.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

As of October 2013, the NYSESLAT modalities report is not available.

4. For each program, answer the following:
 - a. 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?

The majority of our ELLs and Former ELLs who took the State exams have shown academic growth. Students who are still dominant in their native language are offered the tests in translated versions, when available, and are using bilingual glossaries. The data shows that the majority of ELLs who took the ELA last year scored at Level 2, indicating they are approaching and/or meeting standards. In math, the majority of our ELLs scored at Levels 2 or 3 (14 students at Level 2, 6 students are Level 3, 4 at level 4). Many of these students took these tests for the first time and 13 of them had IEPs. Additionally, 11 of our 4th Grade ELLs took the NYS Science Assessment in Spring 2013. Seven students scored at Level 4, four students at Level 3. This shows that our students were able to use prior knowledge regardless of language abilities. Our school goal is to continue increase the ELA Proficiency of English Language Learners and former ELLs. Our students not participate in the ELL Periodic Assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

At P.S. 254 we follow a rigorous and evidence based curriculum, including English development for ELLs. The results of NYSESLAT and LAB-R tests are used when placing ELL learners into flexible groups in order to differentiate instruction and to provide intensive academic support as well as intervention strategies. Teachers use data, including Fountas and Pinnell, performance assessments, class work and teacher observations to identify students who could benefit from RtI Tier 2 intervention. The program runs in 6 week cycles. At the end of the 6 weeks, a determination is made whether to continue or discontinue RtI services, based on individual student data.

6. How do you make sure that a child's second language development is considered in instructional decisions?
At P.S. 254 children's second language development is considered in instructional decisions. All teachers are aware of their students' native language, LABR and NYSESLAT results. At registration parent and child interviews are conducted. We gather information about previous schooling and language of instruction. Students are provided with bilingual glossaries, dictionaries and content area library books, as possible. Students are also grouped for instruction with other students who speak the same language, as appropriate.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ESL program is measured by the NYS test results including ELA, math, science and NYSESLAT. The results for 2013 NYSESLAT show that 50 K-5 grade students achieved English proficiency. The listening/speaking modalities are acquired faster than reading and writing.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
ELL student identification begins as registration. Eligibility for LAB testing is based on the review of the Home Language Identification Survey, which is given out at registration to parents of incoming students by the ESL Staff (Mrs. V. Galpert and/or Mrs. S. Goldberg-ESL teachers). An informal parent and child interview is conducted. Translators are available during this process. If we do not have a staff member who speaks the parents' language, we utilize the Translation Service. The HLIS is then reviewed by licensed and certified ESL teachers, who determine students' eligibility for the initial formal assessment (LAB-R). If parents indicate that another language is spoken by checking at least one item in Section One and two items in Section Two, the child is eligible for LAB-R testing. All Spanish speaking ELLs are administered the Spanish LAB to determine language dominance. All information distributed to parents of ELL/LEP students is translated into as many languages as possible.
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.
 - Orientation for parents of newly enrolled ELLs is done at the beginning of each school year (within 10 days of admission), and as new ELLs are admitted throughout the year.
 - Orientation is conducted by the ESL teachers. The Parent Coordinator, Family Worker, Principal, Assistant Principal and Translators are also available during Orientations.
 - Parents are provided with brochures that explain the three program choices(in native languages, where available) and they view the DVD "The Parent Connection" in their native languages.
 - Questions are answered by staff with the assistance of translators when needed.
 - Parents are given the Parent Survey and Program Selection forms in English and their native languages and asked to make a selection based on the information they have received.
 - Parents who were not able to attend all scheduled orientation meetings, are contacted by the Parent Coordinator and Family Worker in order to schedule individual meetings at which the parents are provided with the same information as the formal orientation programs, so that they can make their program selection.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 - After LAB-R is administered and analyzed, the ESL teachers ensure that all parents receive Entitlement letters in English and in native languages, informing them that their child has been placed in a self-contained, pull-out/push- in program. Parents sign and return the bottom part of the letter indicating that they have been notified. The returned tear-off is attached to the copy of the letter and kept on file in the ESL office.
 - The ESL teachers notify parents of ELLs with continued entitlement (based on the NYSESLAT results) are notified in writing that their child will continue to receive ESL services for the current school year. Parents sign and return the bottom part of the letter indicating that they have been notified of their child's continuous entitlement. The returned tear-off is attached to the copy of the letter and kept on file in the ESL office.
 - Parents of ELLs who have reached proficiency as measured by LAB-R or NYSESLAT, receive non-entitlement letters. Copies

of the notification letters are kept on file in the ESL office.

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.

Students are placed in programs aligned to the Parent Program Selection forms. Historically, the majority of our parents have selected a free-standing ESL program. Parents who select bilingual and/or dual language programs are informed that their choice will be kept on file and that as soon as 15 parents, who speak the same language, on two contiguous grades, select the same program, we will open that program. Parents are also informed of bilingual/dual programs in other district schools, as available.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT test is administered during the official testing period in Spring. The RLER report is run which identifies all students eligible for the NYSESLAT and/or LABR. This report is cross referenced with class rosters and the pre-slugged answer documents to ensure all students are properly identified. First the speaking section of the test is administered to each ELL student individually. Next, the listening and reading sections of the test are administered on different days to groups in appropriate grades. Last, the writing section is administered to all classes by grade. Records are kept as each student is tested. Absent students are tested when they return during the NYSESLAT testing period.

6. 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.) 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. 

For the past few years, an overwhelming majority of our incoming ELL parents have indicated their desire for a Freestanding ESL program. Out of 33 new admit Kindergarten students, 100% returned the program selection, 97% of parents selected the Freestanding ESL program, 2% the Dual Language program, and 1% the Transitional Bilingual program). Out of 9 new admits in grades 1-5, 100% returned the Parent Surveys and 100% chose the Freestanding ESL model. The program model offered at our school, the Freestanding ESL program, is definitely aligned with the parents' requests. In the event parents of 15 students of one common home language in one or two contiguous grades request a bilingual program, we will, in accordance with the ASPIRA consent decree, create such a program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1a.-- Within our Freestanding ESL Program instruction is provided by push-in, pull-out and self-contained classes for grades K-5. Beginner and Intermediate ELLs in grades K and 1 are serviced in self-contained classes. Students who are in enrichment/CCT classes in grades K and 1 are serviced by a pull-out model. Students in grade 2 are serviced by a push-in/pull-out model. ELL students in grades 3-5 receive ESL instruction in a pull-out model.
 - 1b.--Our program models include both heterogenous and homogenous grouping. Our newcomer ELLs are homogenously grouped. All students are in flexible groups. We continuously monitor ELL student progress (e.g. student work, formal and informal assessments, test results), and systematically adjust instructional planning based on a wide variety of evidence and data, to meet students's needs. By effectively grouping students, we maximize the use of instructional time during the regular school day.
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)?

Students in our frestanding ESL program receive all instruction in English. Advanced students receive 180 minutes of ESL per week, beginning and intermediate students receive 360 minutes per week as per CR-Part 154. Students in the ESL program are grouped according to ability across grade levels. Newcomer ELLs receive targeted instruction to meet their needs. ELLs in grade 2 are serviced both by our push- in and pull- out model. Push in services are provided during ELA, Math and Social Studies blocks. Our Grades K, 1, 3, 4 and 5 ESL students receive ESL instruction in a pull-out model. The ESL and classroom teachers work closely to deliver literacy instruction. They focus on helping students achieve grade-level proficiency in each essential reading component, as well as to align instruction to classroom themes in ELA, math, science and social studies.
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 foster language development and meet the demands of the Common Core Learning Standards.
 - There is ongoing collaboration with classroom teachers on grade standards and rubrics that are alligned with each grade curriculum and instruction in order to meet the instructional goals and Common Core Learning Standards.
 - Students receive instruction in English that complements the themes and curriculum of their current grade level and incorporates the multi-cultural background of the students.
 - The instruction utilizes ESL strategies and methodologies (analyzing juicy sentences to build comprehension, explicit grammatical instruction in speaking and writing, TPR, alternate text sets, auditory discrimination, books on tapes, pictures, realia, dictionaries, glossaries), to increase targeted academic vocabulary in content areas.
 - Strategies often used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary development, activating prior knowledge, scaffolding, and engaging in accountable talk.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As appropriate, ELL students are evaluated in their native language throughout the year by bilingual staff members and/or translation services.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order to to ensure that ELLs are appropriately evaluated, the ESL teachers use Standardized tests and frequently give students informal reading and writing assessments based on the rubrics. The ESL teachers also use a pretest and posttest that is part of the Best Practices in Reading series used in our school. To evaluate students' progress in listening and speaking, the ESL teachers converse with the students using a checklist to monitor progress of the students' capabilities in these areas.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. There are no SIFE students in our school. However, we do have a plan in place, in the event that we may have a SIFE student in the future. The student would receive AIS services and would be invited to attend our extended day program. They would also receive small group instruction that would utilize item analysis to target their individual needs.

b.-- ELLs in US schools less than three years (newcomers) are placed into a class with another child who speaks the same language, whenever possible and every effort is made to insure a smooth transition into the new school system both socially and academically.

-- These students are grouped by abilities for small group ESL instruction. Basic survival English is taught. Focus is also placed on phonics and basic writing/reading skills. Bilingual dictionaries are used to support students comprehension.

--Students within each ELL subgroup are grouped according to their speaking, listening, reading and writing levels as per LAB-R and NYSESLAT scores, collaboration with classroom teacher levels and based on Fountas and Pinnell scores.

-- Additional support for listening and speaking provided by scaffolded instruction utilizing methodologies such as read alouds, think alouds, think, pair, share, etc.

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

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

d. There are no long term ELLs currently at our school. However, if there were long term ELLs, they would be invited to participate in our extended day program and our Title III program. In addition, they would be eligible for AIS services.

e. Teachers are provided with a list of 1and 2 year FELLs, so that they can differentiate instruction for these students and provide them with AIS services. These Former ELL students are invited to participate in the Extended Day Program. They still receive testing modifications as per New York City Standards.

7. 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?

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

--ESL instruction is provided in small groups with mainstream students.

-- Paraprofessionals accompany their assigned students to ESL.

-- Instruction is differentiated based on their needs, abilities and IEPs.

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

-- Identified for support from our AIS team.

--AIS providers, ESL teachers and classroom teachers are involved in an ongoing collaboration to match level specific programs geared toward the child reaching his/her particular goal.

The following materials and programs are utilized for instruction: Alternate Text Sets, Great Leaps Reading and Math, Foundations, Soar to Success, Wilson, ELL on line programs (Starfall.com). All materials and programs are grade and age appropriate.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

--ESL teachers, Speech teacher and other therapists meet at the beginning of the school year to organize scheduling, so that the diverse needs of ELL-SWDs are fully met and that the students receive all mandated services as per their IEPs. All students are grouped for instruction based on their individual data.

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

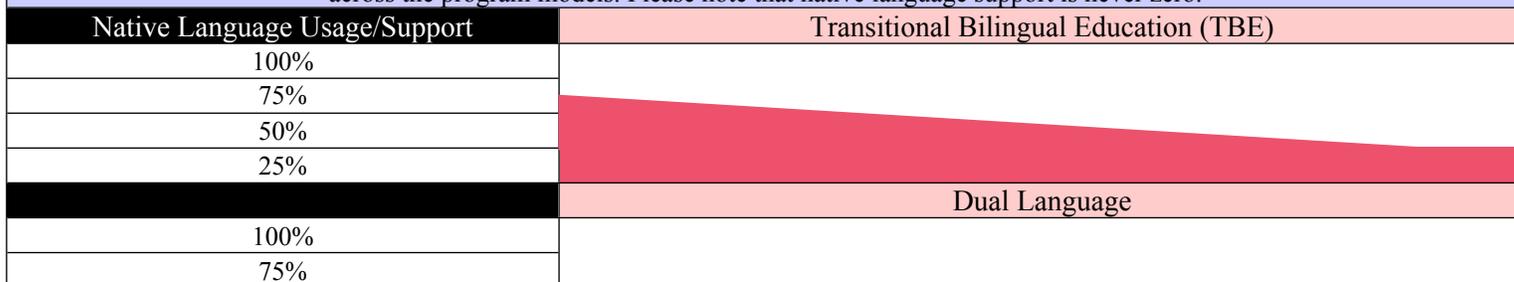
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- P.S. 254 uses individual student data for grouping for instruction, in order to meet the needs of our ELL students. We have the following intervention programs in place: RtI, Extended Day and Title III. All programs provide instruction in the content areas of ELA, Math, Science and Social Studies. We use performance task based assessments in ELA, Math, Science and Social Studies, as well as interim and classroom assessments, which identify students who need targeted intervention programs. All intervention services are provided in English, with native language glossaries and dictionaries, as available.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL Program is effectively meeting the needs of our students, based on the 2013 NYSESLAT results. 50 of our ELL students reached proficiency on the NYSESLAT. In addition, we have no long term ELLs at P.S. 254.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have two new Common Core aligned programs - Ready Gen for ELA and Go Math for Mathematics. We're fortunate to be able to keep our existing Title III Afterschool program. We will continue to offer Title III to all ELLs in grades 2, 3, 4 and 5. Instruction will be aligned to the Common Core State Standards.
12. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue any programs/services for our ELLs at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All programs at P.S. 254 are open to all students, including ELLs. All ELL students are provided with every opportunity to grow academically and participate in all school programs albeit academics, enrichment, sports and/or the arts during school as well as after school. All students, including ELLs, are invited to participate in the school Choir and the Studio in a School arts program. (A few of our ELL students won art competitions and their works are being displayed at art exhibits in the city). Remedial and accelerated programs are offered to all students, including ELLs, based on needs, as determined by assessments.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology is incorporated into instruction for all students, including ELLs. ESL, classroom teachers and technology clusters plan cooperatively to insure that technology is integrated and project based learning takes place throughout the day. The school uses the Renzulli enrichment program, Rosetta Stone, Starfall. com programs (for newcomers), and other resources for research and on-going projects. We also incorporate alternate text sets for ELLs, which provide students with grade level content on varying reading levels.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Newcomers are "buddied" up with students who speak their native language, whenever possible. Students use native language dictionaries and glossaries throughout the year. Seven languages are spoken by the staff of PS 254, which is very helpful in communicating with students and parents. Students also use websites such as WordWorld and computer translations as learning tools to support native language. Students in grades 3-5 may take content area state exams in their native language, as per State regulations. We incorporate technology, including Renzulli, Rosetta Stone and ESL websites for native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We align all curriculum and instructional materials to the appropriate age and grade levels of our students. All instruction is Common Core aligned.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Each spring, we have an open house for parents of all incoming Kindergarten students, including potential ELLs. Parents receive information about the school and the ESL programs during this meeting and registration. Additional information is provided during ESL orientation and throughout the year to the parents of newly enrolled students. Our newly enrolled students are invited to participate in the Summer Aculturation program for ELLs provided by the network.
18. What language electives are offered to ELLs?
- Currently there are no language electives offered to any students at P.S. 254.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ELL teachers attend professional development workshops provided by OELL and LOTE as well as staff development by Literacy and Math coaches in school and network. All staff, including classroom teachers, ESL teacher, administration, etc., participate in ESL Professional Development provided by our network ELL support and the school based ESL teachers. Our tentative schedule is as follows:

September: ELL Identification and Placement

October: ELL Data Analysis

November: Scaffolding ReadyGen to Meet the Needs of our ELLs

December: Scaffolding GoMath to Meet the Needs of our ELLs

January: How to Pick Vocabulary Words to Teach

March: Getting Ready for the NYSESLAT

April: DOK for ELLs

June: Fast Forward: Planning for September

2 & 4 As mandated by Jose P., we provide professional development to the whole school staff, including teachers, paraprofessionals, administration, SBST members, etc. Our ESL Teachers/Coordinators and our Network Achievement Coach provide the mandatory 7.5 hours of ESL training for general education teachers and 10 hours for Special Education teachers. Our Network Achievement Coach works with individual classroom teachers to assist them with the instruction for ELLs. These professional developments are delivered during faculty conferences, grade conferences, after school sessions and on the Chancellor's Professional Development Days. Attendance records are recorded and logged.

--Professional Development is provided to general and special education teachers highlighting ESL strategies and methodologies in content areas and special attention is given to stages of language acquisition and development, differentiation, scaffolding strategies, as well as cultural sensitivity. All content area instruction is Common Core aligned.

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 - 1.-- Our school highly values parent and community involvement, and takes active steps to ensure that both are part of the school's culture. All parents, including the parents of ELL students, are invited to attend all school events and meetings. Translators are available at all school events. The Parent Teacher Association is very active in many fundraising activities for our school: Book Fair, Holiday Boutique, Mother's Day Plant Sale, Annual dance, Octoberfest , Winter/Spring Concert, etc. ELL parents are active volunteers in our school community, including the Studio in a School art program and the above events.
 - The Parent Coordinator has ongoing workshops for Kindergarten and Middle school parents, CPR for parents, as well as other workshops throughout the year. She provides community resources and information (for free or at low coast) to cultural programs for all the parents including the ELL parents.
 - As per Title III budget we offer orientation sessions and content area workshops for parents throughout the school year.
 - Test preparation workshops before the ELA, Math, Science, and NYSESLAT tests.
 - ESL and Technology classes.
 2. At this time our school does not partner with any agency.
 3. --Parent Needs Assessments are distributed by the Parent Coordinator and the ESL staff. After reviewing the surveys, we determine the parents' needs and plan our workshops accordingly.
 - Based on the results of the surveys, we provide our parents with written translations of all school notices and at all events.
 - There is a translation team, consisting of staff members, a Family Worker, Parent Coordinator and parents.
 - Translation keyboards are used to type correspondance with parents.
 - Types of workshops are also based on the survey results.

E. 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.

Several of our ELL students have won art competitions and have had their work on display in art exhibits.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Alhonote	Principal		11/1/13
Kerri Moser	Assistant Principal		11/1/13
Karen Tam	Parent Coordinator		11/1/13
Valerie Galpert	ESL Teacher		11/1/13
Yves Etienne	Parent		11/1/13
Sherry Goldberg	Teacher/Subject Area		11/1/13
	Teacher/Subject Area		1/1/01
Lisa Daviono	Coach		11/1/13
Jean Hunt Heller	Coach		11/1/13
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Sheila Singer	Other <u>Network ELL</u>		11/1/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K254 School Name: The Dag Hammarskjold Scholl

Cluster: _____ Network: 605

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

Part A: Needs Assessment Findings

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

P.S. 254 has a large ELL and former ELL population. In addition, many of our parents speak only their native languages and little or no English. This makes communication between staff and parents as well as Parents Association members and parents difficult. A Needs Assessment Survey was distributed to the parents of our students to inquire about the need for written translation and oral interpretation. A data analysis of 320 returned Needs Assessment Surveys indicates that 182 parents, who speak a variety of languages (Chinese, Russian, Arabic, Spanish, Urdu, Turkish, Georgian, Albanian, Uzbek, etc.) requested written translation of school notices. In addition, during registration parents fill out a blue emergency contact card and a Home Language Identification Survey in which they indicate in which language they would like to receive notices. ESL personnel review these forms in order to provide parents with appropriate and timely information in the requested language. Since the initiation of the Language and Translation and Interpretation funding, we have been able to provide oral and written translation for all the parents in our school who are limited English proficient.

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

Based on the large amount of responses to our written /oral Needs Assessment Survey, the data indicates an overwhelming need for oral interpreters during:

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

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

Part B: Strategies and Activities

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

Based on the results of the Needs Assessment Survey, we plan to provide our parents with written translations of all school notices. When there is a written notice to be sent home to the parents, our in-house translation team, consisting of staff members, a family worker, the Parent Coordinator, translates the notice in all major languages. The translated notice is sent home along with the English version. We have installed translation keyboards in our computers to help with the typing of all school notices. This written translation service is sufficient to meet our school's needs.

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

Oral interpretation is provided by our in-house translation team and parent volunteers during registration and/or orientation, Parent Association meetings, parent workshops, Parent/Teacher Conferences, individual parent meetings, home phone calls and all school events. Oral interpretation is ongoing throughout the year, as the need arises. We will contact the Translation and Interpretation Unit for the over-the-phone interpretation services if the need arises.

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

WRITTEN TRANSLATION NEEDS ASSESSMENT

P.S. 254 has a large ELL and FELL population. In addition, many of our parents speak only their native languages and little or no English. This makes communication between staff and parents as well as Parents Association members and parents difficult. A Needs Assessment Survey was distributed to the parents of our students to inquire about the need for written translation and oral interpretation. A data analysis of the responses indicates a strong need for written translation of either school-wide and/or individual classroom notices.

WRITTEN INTERPRETATION NEEDS ASSESSMENT

As per Chancellor's Regulations A-663, we have determined that based on the large amount of responses to our written/oral Needs Assessment Survey, the data indicates an overwhelming need for written translation and oral interpretation during:

- a) Registration
- b) Orientation
- c) Parent Association meetings
- d) Parent workshops
- e) Parent/Teacher Conferences
- f) Individual Parent/Teacher Conferences
- g) Written school communications including report cards, standards and performance, promotional criteria, safety plans, behavior contracts, parent meetings and workshops, etc.

P.S. 254 provides oral and written translation services to our parents during each of the above functions. Posters are prominently displayed in the entrance and in the main office informing parents of the availability of translation services.

It is important to note that with the availability of these services, we believe that parent involvement, understanding, and participation has increased. Parents feel more comfortable coming to school and attending different functions. As a result, they're more involved in their children's education and are better able to help their children to succeed in school.

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 254	DBN: 22K254
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers:
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: As of September 2012, there are 129 English Language Learners at P.S.254. Our students receive 100% instruction in English as part of a free standing ESL program. Licensed and certified Teachers of TESOL and Common Branches service the English Language Learners. We follow a balanced approach to literacy, aligned with ESL standards. We provide individual and small group instruction based on the assessed needs of our students. This targeted instruction prepares children to make the transition from one level to the next throughout the year.

Beginning and intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL per week. All ELLs also receive 180 minutes of ELA instruction in their classroom settings. Students receive instruction that complements the themes and curriculum of their current grade level. The instruction utilizes ESL strategies and methodologies to provide content area knowledge and academic vocabulary. Emphasis is placed on consistent improvement in listening, speaking, reading and writing skills as per ESL standards. Based on R-LAB and NYSESLAT results, a data analysis is used to group students. We strive to address the needs of our ESL students and plan instruction based on their specific needs. All of our students, including those in the self-contained Kindergarten and First grade classes, are in monolingual classes. Our students are tested in English, unless they are academically dominant in their native language. Students, who require foreign language exams, are provided with them, if they are available. In addition, pedagogues who are fluent in other languages, may orally translate State and City tests if need be. Proficient students (FELL), who are no longer in the ESL program, receive additional services, if needed, by our related service providers: AIS providers, ESL personnel, as well as SETSS personnel. We are continuing our push in program for advanced students in grades 1 and 4, which will target co-teaching in content areas, four times a week. ESL staff will articulate with Common Branch teachers to plan classroom instruction. In analyzing the breakdown of the NYSESLAT results for children who have been in the program for more than 3 years, we have targeted small group instruction, using differentiated instruction to hone in on areas of difficulty and improve results.

Instruction/Extended Day:

Depending on our Title III funds for 2012 -2013 school year, we plan to provide Extended Day Programs for our ELLs in grades 2-5. All ELLs in Grades 2-5 will be invited to participate in this program. Students will meet twice weekly, Tuesdays and Thursdays, for 1 1/2 hours per session for a total of 30 sessions, from 3:00P.M. to 4:30 P.M. There will be four classes of 15-20 students each. These classes will be taught by 3 state certified ESL teachers and 1 state certified Special Education teacher. The Special Education Teacher and one ESL teacher will switch classes for 30 minutes each session. We anticipate that classes will begin in January and end in May. The students will receive additional instruction in literacy, science, and math, designed to help them achieve grade level proficiency in these areas. Some

Part B: Direct Instruction Supplemental Program Information

of the books we plan to order are: Measuring Up in Math, Strategies for Successful Readers and Writers, Math Tools, Quick Word for Beginning Writers, Language Skills, Practice Exercises in Basic English, Strategies for Content Area Reading, Journey Into Reading: Strategies for Comprehension with Vocabulary, and Empire State NYSESLAT ESL/ELL practice materials for state exams.

Part C: Professional Development

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

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

Begin description here: Parent Orientation sessions and workshops will be ongoing throughout the school year. All parents of ELLs will be invited to attend. Parents are notified in writing and/or e-mail by the school's Parent Coordinator. All notices are translated by our translation team members into as many languages as needed. We plan to schedule parent workshops in order to help parents become more knowledgeable about testing. All workshops will be held from 5:00 p.m. - 7:00 p.m. as follows: ELA/Math, Thursday, February 28th; NYSESLAT, Tuesday, April 3rd; Science, Thursday April 11th. The ELA/Math workshop will be facilitated by a licensed ESL Teacher, a Math Specialist and an ELA Specialist; the NYSESLAT workshop will be facilitated by two licensed ESL Teachers; the Science workshop will be facilitated by a licensed ESL teacher and a Science teacher. Participating parents will learn which tests their children will take and how best to help them. In addition, we will offer (12) adult ESL classes for parents, four of which will be technology. These classes will be held once a week, from 5:00 pm - 7:00 pm. Each ESL session will be facilitated by two licensed ESL Teachers. The technology sessions will be facilitated by one state certified ESL teacher and 1 state certified Technology teacher. Translators will be available at all workshops and instructional classes to better support the understanding of the content. Since there are no other programs operating in the school during this time, a supervisor will be in the building during all parent classes and workshops.

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

Part E: Budget

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

Allocation Amount: \$14216

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

Part E: Budget

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

Allocation Amount: \$14216

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