



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE ROSA PARKS SCHOOL
DBN (i.e. 01M001): 27Q254
Principal: NAOMI DROUILLARD
Principal Email: NDROUIL@SCHOOLS.NYC.GOV
Superintendent: MICHELE LLOYD-BEY
Network Leader: JOSEPH BLAIZE

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
Naomi Drouillard	*Principal or Designee	
Adam Osman	*UFT Chapter Leader or Designee	
Racquel Roman	*PA/PTA President or Designated Co-President	
Monserrate Rivera	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	
Pamela Markham	Member/ CSA	
Sherma Feggins	Member/ UFT	
Paulette Lalljee	Member/ UFT	
Stephanie Crist	Member/ UFT	
Simone Gray	Member/ UFT	
Carlos Urgiles	Member/ Parent	
Sheila Daneshwar	Member/ Parent	
Xiomara Brito	Member/ Parent	
Carmen Hernandez	Member/ Parent	
Maria Castaneda	Member/ Parent	
Vanessa Martinez	Member/ Parent	
Maria Gonzalez	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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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 of 2014, at least 70% of students will be able to apply inquiry/comprehension strategies/skills when reading as demonstrated by Fountas and Pinnell fiction and non-fiction benchmark assessments, and/or teachers' conference notes and students' response to non-fiction.

Comprehensive Needs Assessment

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

After analyzing data from assessments, e.g. Fountas and Pinnell results, teacher observations/conference notes; and to align our instruction with the Common Core State Standards, a core set of reading skills and strategies were targeted to help improve our students' non-fiction **reading comprehension**.

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

To comprehend non-fiction texts, students will need to learn the following strategies/skills and engage in the following activities:

- set purpose for reading
- classify,
- compare & contrast,
- main idea and details
- character-driven plot
- make inferences,
- interpret data,
- make decisions,
- Make connections with prior knowledge and experience
- Integrate cues from written and visual text
- Predict, check, monitor, amend, and confirm from multiple sources
- Use appropriate strategies to decode unfamiliar vocabulary including specialized content vocabulary and terms
- Skim, scan, browse, reread, and adjust reading pace according to the reading purpose
- Summarize information
- Analyze and synthesize information
- Notice, interpret, and use text structures
- Question the author and the text
- Use organizational features quickly and efficiently

To ensure that the literacy goal has been achieved, beginning in the fall of 2013 until spring 2014, the following instructional framework will be implemented: a 90-minute balanced literacy block will be implemented daily with a balance of reading non-fiction and fiction literature. Included in this balanced literacy block will be independent/paired reading, shared reading, guided reading, literacy centers, writer's workshop, read-

aloud, word study and teacher/student reading and writing conferences.

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

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

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

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

If by June of 2014 students are able to:

- answer questions and cite evidence from the text,
- apply the skills learned independently,
- respond to the non-fiction literature
- move up 2 levels in the Fountas and Pinnell benchmark assessment
- score level 3 on unit tests

Students will have made progress and we will have met our goals.

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

- In September, 2013 teachers will use Fountas and Pinnell benchmark assessments and other assessment to place students in data-driven guided reading groups. Students will be aware of and able to articulate their individual reading goals.
- Teachers will carefully teach the students the required steps needed to achieve their goals.
- AIS providers who specialize in proven early intervention methodologies will be assigned to push into the classrooms and provide additional differentiated support for these students.
- Fountas and Pinnell benchmark assessment will be given 3x a year
- Unit tests will be given every 8 weeks to monitor students' progress.

This will continue until June 2014.

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

This goal will be accomplished daily during the 90 minute literacy block. This goal will be accomplished with the resources provided by the ReadyGEN program. AIS providers will be each classroom daily to provide the support needed.

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).

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

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	X	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 #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, at least 90% of the Pre-Kindergarten through Fifth Grade students at Public School 254 Queens are expected to meet or exceed grade level standards in the CCLS for mathematics.

Comprehensive Needs Assessment

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

In September, 2013, PK-5th grade students were administered a **periodic baseline placement test in mathematics**. The following is a list of identified **mathematical needs for each grade:**

- Pre-K: count verbally, recognize numerals, count objects, compare groups of objects, compare sizes of objects, 2-dimensional shapes, position and location
- Kindergarten: counting, shape recognition, subtraction, matching, line order, size comparison
- First Grade: addition, subtraction, shapes, line order, size comparison, counting tens and ones

- Second Grade: ten frame, subtraction, telling time, fractions, word problems, bar graphs
- Third Grade: addition, repeated patterns, missing addends, coins, bar graphs, number sentences
- Fourth Grade: fractions, least to greatest, round to the nearest 10, number stories, perimeter, area, mass, multiplication, equivalent fractions, pictographs, right angles
- Fifth Grade: geometric terms, converting metrics, mixed numbers, simplest form, rounding whole numbers and decimals, prime and composite numbers

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.

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

Target population: all students including, ELLs, special education, those in need of Academic Intervention Services (A.I.S.) and those in need of enrichment.

Strategies/activities that encompass the needs of identified student subgroups include: problem of the day, calendar routines, guided math instruction, manipulatives, online programs (vMath and BrainPop), Kaplan strategies, teacher observations/conferences, unit assessments, predictive and interim assessments, and afterschool.

In addition, during the math block, students will be given practice with examples that will encourage them to:

- Reason abstractly and quantitatively
- Use tools strategically
- Look for and make use of structure
- Make sense of problems and persevere in solving them

- On a daily basis, Grab-and-Go Differentiated Centers Kits, re-teach, and enrichment books, will be utilized for small group instruction.
- During mathematics lessons, higher order thinking (H.O.T.) questions will be used as a quick check assessment for RtI.

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

Staff and other resources used to implement these strategies/activities include: administrators, instructional coaches, classroom teachers, AIS teachers, SETSS teacher and after school teachers. The resources used will come from the GO Math program, and technology programs, vMath, iTools and BrainPop. In addition, teachers will utilize podcasts to view and which shows how to teach lessons.

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

To evaluate the effectiveness of the strategies/activities:

After each lesson, teachers will assess the students' progress and will set up groups to meet/address the needs of students.

To evaluate the progress and effectiveness of this goal: a diagnostic assessment for students, to show what they know, will be used before the unit to determine if students need intervention before working on the chapter skills. Go Math allows teachers to do RtI activities prior to beginning a new unit in order to close the achievement gap. In addition, an Exit Slip, as per GO Math, consisting of an essential question will be used to ensure that students understand the concepts. If the concepts are not understood, teachers will use the re-teach materials which incorporate additional strategies to address different learning styles.

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

The timeline for implementation: September 2013 - June 2014.

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

During the school year, on a daily basis, 90 minutes will be devoted to implementing the mathematics program. GO Math, the New York City recommended program, will be used for the school year. In addition to the materials used in GO Math, other online mathematics programs, such as, vMath and BrainPop will be used to support our mathematics program.

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).

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

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	X	Title IA		Title IIA	X	Title III		Set Aside		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, Public School 254 Queens, will increase parental involvement by at least 20% to ensure students' academic, social and emotional success. This will be measured by the number of parents in attendance at workshops provided & meetings attended.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based 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.

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

The school will continue to retain the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our trained Parent Coordinator will continue to provide parents with an on-site ombudsman who will be selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.). The Parent

Coordinator provides workshops and parental outreach on a consistent, ongoing basis as well as supports the needs of the school's parents at district-wide parent forums and training sessions.

Training for parents and community members will include:

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

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

In addition, the administration will provide the following parent activities throughout the 2013-2014 school year:

Parent Book of the Month workshops (monthly)
Coffee and Conversation with the Principal
Family Fun Night
Family Movie Night
ARIS training
Art workshops
Technology workshops
Open School Week
CookShop for Families workshops
Dancing for Fitness – (2x) monthly
Pre-K Learning Through Play Workshops
ELA, Mathematics and Science Test Prep workshops
Cloud9World – character education program
ESL parent workshops – weekly

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

The Parent Coordinator will provide ongoing workshops to enhance parent leaders' ability to develop socialization and operational skills. In addition, AP, school aides and other PA parents provide and assist parent coordinator with workshops and other activities. Grants from the 21st Century,

The resources used are from 21st Century; books from vendors for ESL and Parent Book of the Month; technology is utilized for presentations; materials from CookShop Program and from Cloud9 World Character Trait Program.

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

- The increase in the number of parents attending various workshops and other meetings and actively participating will inform us as to whether we

are meeting our goal.

- When parents improve English skills, and are able to help students with communication skills, homework, etc. it will help improve student achievement.
- Also, group sessions for parents will provide an opportunity for them to share common experiences, gain emotional support, and learn practical parenting and problem solving skills from other members.
- Workshops will be conducted to increase parents' understanding of standards, assessments and the reading and math curriculum. Based on the level of questions, answers and replies, we can evaluate how effective these workshops are

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

The implementation began at the beginning of the school year in September, 2013 and will continue throughout the school year to June, 2014.

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

1. The activities will take place on a weekly, monthly or bi-yearly basis in group sessions using the resources listed above.

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).

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

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	X	Title IA		Title IIA	X	Title III		Set Aside		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, all students in PreK–5 will have engaged in two written performance tasks aligned to the Common Core Learning Standards. Students will meet this goal through daily immersion in the analytic writing part of the ReadyGEN program; which includes research skills, the writing process and genre, and writing skills studies.

Comprehensive Needs Assessment

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

Based upon teacher observations of students’ daily writings, using rubrics, homework responses and at-home projects, journal writing, and in-class reflections, improvement in writing skills is necessary for students in general and special education. Students need to improve their responses to non-fiction and informational text.

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

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

a) Teachers will use the **ReadyGEN** writing portion of this ELA program on a daily basis to improve students’ writing skills. These sessions will include modeled writing, interactive writing and independent writing. In addition, teachers will provide lessons that will include: brainstorming, researching, writing, editing, final drafting and the presentation of written material. This program will service general and special education students, at-risk students and ELLs.

Additionally, writing organizational methodologies, i.e. four square and story map graphic organizers, venn diagrams, etc. will be implemented and integrated within the Writer’s Workshop to support student growth in writing skills.

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

a) The staff used to implement these strategies will be classroom teachers, AIS providers, ESL teachers, and other out-of classroom providers pushing into the classroom during writing periods to provide small group instruction for at-risk students, students with special needs and ELLs. In addition, the library cluster teacher will focus on writing and research process. The goal of this cluster position is to help guide students in navigating through non-fiction texts by closer reading of the text to enhance their long and short responses and research projects.

Also, professional development will be provided by the PD team to help teachers implement the writing program and provide remediation strategies to address students’ skill deficiencies. These PDs will be provided before, during and after school. The

PD team will provide lunch and learns and study groups that focus on the writing tasks for the CCLS.

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

Our educators will meet to examine and discuss student work, using a rubric, with the goal of improving student instruction and student outcomes in this area.

Evaluation include: weekly writing assessments; monthly unit assessments; monthly writing projects; daily reflections in ELA and mathematics; and an increase in writing statistics on the written responses of both the ELA and mathematics state examinations.

1.

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

1. The implementation began at the beginning of the school year in September, 2013 and will continue throughout the school year to June, 2014.

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

1. This writing goal will be implemented throughout the school day, during classroom time, prep time with the cluster teacher, extended day and after school programs. The resources used will come from ReadyGEN, Internet, library books,

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).

- The school will reach out to provide parents with information about the school's writing program and student progress in this area. This will include workshops, phone calls, parent conferences, curriculum night, etc.
- The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in writing activities at home.
- Parents will be invited to the school/class quarterly to experience and celebrate their child's success with writing assignments and proj

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	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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.

By June 2014, Public School 254 Queens will provide professional development for all teachers and providers at least once a week, to ensure that all educators of the Rosa Parks School show proficiency with curriculum, student learning and best teaching practices aligned to Common Core Learning Standards.

Comprehensive Needs Assessment

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

One goal at PS 254Q is to ensure that all educators of the Rosa Parks School show proficiency with curriculum, student learning and best teaching practices. The Rosa Parks School aligns professional development with the needs and interests of the staff and students, and the Common Core Learning Standards. Professional Development (PD) priorities are based on school-wide assessments made by the administration, as well as the needs identified

by the staff. All of these components play a key role in the designing of our differentiated professional development plan that promotes excellence in instruction to meet the needs of all students.

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.

- **Strategies/activities that encompass the needs of identified subgroups**

) Professional development will encompass:

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

- **Key personnel and other resources used to implement each strategy/activity**

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

The administration, teachers, staff developers, mentors and team leaders systematically conduct professional development sessions and demonstration lessons. These sessions provide the staff with strategies to assess and improve student achievement. Each grade has its preparatory period the same time each day. This allows the teachers to meet and discuss methodologies that would allow students to achieve in their primary academic setting and for students who are identified as requiring RtI/AIS interventions. In addition, weekly team teacher meetings and monthly grade conferences are held in order to monitor and address the particular needs of the teachers and students. Monthly faculty conferences are also used to provide PD. Educators are also provided with additional opportunities to attend PD workshops sponsored by the DOE, Knowledge Network, and/or other educational entities.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Professional Development is intentional and targeted for every teacher. Teachers at the Rosa Parks School are their own best resource and the rotating leadership structure seems to motivate teachers to hone their individual practice, as well as their collaborative practices. These are steps in the PD process that is followed:

- Teachers / staff are trained in the concept
- Application of the concept
- Observation by administration and other teachers
- Discussion ensues
- Students are tested on the strategy and if they show progress, the PD will be termed effective

This process is then repeated on an ongoing basis.

The administrators meet with the "Cabinet" of teacher leaders at the school to emphasize continued collaboration with each other. The concept of

meeting the needs of the student population is paralleled to meeting the needs of the teachers in the school; in many ways, teacher learning resembles the student learning at the school. Teachers are encouraged to visit each other's classes to observe different methodologies and teaching styles, just as students from self-contained classrooms also learn in the general education classrooms. They share information about what they learned and how they can implement the process or procedures they observed.

Teachers share leadership responsibilities as team leaders, coaches, and supervisors, so that there is support at every level. One teacher commented, "We have no fear of saying, "I don't know"; "We ask for help." During this current school year the teachers will focus on the ELA and mathematics CCSS.

• **Timeline for implementation and completion including start and end dates**

1. The implementation began at the beginning of the school year in September, 2013 and will continue throughout the school year to June, 2014.

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

1. PD will be provided once a week. The resources used include staff members on PD team, expert professional developers from programs being used in the school. Other resources being used are technology related and include: video clips, webinars, etc.

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).

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

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	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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	<ul style="list-style-type: none"> -Response to Intervention (Rtl) -Direct Instruction; guided instruction, modeling -Scaffolding -Use of Multiple intelligences <p>Materials used include:</p> <ul style="list-style-type: none"> - Pearson, ReadyGEN - Ready New York CCLS Instruction ELA -MacMillan/McGraw-Hill Triumphs Intervention Reading Program -Curriculum Associates Strategies to Achieve Reading Success and Comprehensive Assessment of Reading Strategies -Rally Education Reading Skill by Skill 	Small group and one-to-one delivery	During the school day, extended day and after school
Mathematics	<ul style="list-style-type: none"> -Direct Instruction; guided instruction, modeling -Scaffolding -Use of Multiple intelligences <p>Materials used include:</p> <ul style="list-style-type: none"> -Ready New York CCLS Instruction MATH 	Small group and one-to-one delivery	During the school day, extended day and after school
Science	<ul style="list-style-type: none"> -Use of Multiple intelligences -Scaffolding -Direct Instruction; guided instruction, modeling 	Small group and one-to-one delivery	During the school day, extended day and after school

	<p>Materials used include: -Peoples Publishing Measuring Up</p>		
Social Studies	<p>-Use of Multiple intelligences -Scaffolding -Direct Instruction; guided instruction, modeling;</p> <p>Materials used include: -Core Curriculum non-fiction trade books</p>	Small group and one-to-one delivery	During the school day, extended day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Understanding Self and Developing Positive Self-Esteem -Bereavement Groups -Dealing With Divorce -Improving Decision-Making Skills / Problem-Solving Skills -Anger Management</p>	Small group and one-to-one delivery	During the school day, extended day and after school

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

- A. 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 *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

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

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

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).

The high quality professional development at P.S. 254 focuses on what teachers are expected to teach and students are expected to learn based on the Common Core State Standards. The PD activities provided will focus on specific strategies that research and experience have proven to be effective in increasing student learning and achievement. The modules and other suggestions on EngageNY for utilizing CCSS is an example of how educators will engage in high quality PD. The PD is connected to what students should know and how students can best learn that content.

Professional development is ongoing and embedded in the daily work of all educators at our school. All educators are involved in planning, implementing, reflecting, and evaluating the process. A schedule of the year's PD activities has been established. Also, resources are allocated to ensure that when new skills are learned, they will be able to be implemented. Throughout the school year, the resources allocated will include: internal and external expertise to support our educators. In addition, print (professional journals, books), electronic, and other material resources will be available to support the professional learning in our community.

The educators will collaborate and continue to take an active role in analyzing data, researching best practices, implementing and employing what they have learned and sharing the results. At weekly teacher team meetings (TTMs) staff members will lead discussions on ways to improve teaching and learning. They will look at student work to analyze its contents.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

.The funds that will be allocated to achieving this goal are: Tax Levy, Title I and Title III. These funds will be used for purchase of library books, textbooks, and educational software that aligns to common core standards. In addition, funds will continue to be used for teachers, equipment, and supplies.

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.).

The plan used to transition our students from preschool classes to early childhood classes include: designing PD activities for preschool and kindergarten teachers in order to align pre-kindergarten and kindergarten curricula and goals. Interclass visitation – kindergarten and preschool teachers visit each other’s classrooms. Preschool teachers will share written records and portfolios of children’s work with future kindergarten teachers.

This plan also includes steps that will be followed if a child is having difficulty with language or cognitive skills. In either case the preschool teacher will provide the kindergarten teacher with the child’s history and documentation of steps taken to help the child progress toward his or her program goal, and a discussion of areas where the child is still experiencing difficulty. Parent workshops will be provided by social workers to show parents how to help their child make adjustments into school. Other workshops for parents will be provided to discuss developmental needs of their children, and any other social and emotional needs they may need to help their child assimilate into school life.

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.

Teachers will use work sampling system as a basis for assessing students. The process teachers participate in consists of observations of students during activities. This assessment will take place on an ongoing basis to gain insight into children’s strengths, knowledge, interests and skills. The observations will allow a teacher to get a more accurate picture of students in context of their environment. Asking specific questions will be inherent in the assessment because it will provide a focus for observations and lead to solutions. In addition, portfolios will be used to collect evidence of students’ development. Looking at student work samples enables teachers to measure progress across multiple domains and thus inform curriculum and instruction.

Professional development provided will gather samples of student work. The use of a checklist rating will be presented to assess each student sample and discussions will ensue regarding strengths, interests, and areas in need of development. PD will be provided by external experts will be offered to teachers for them to be trained on the work sampling system.

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student's academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, mentor assertive leadership in education for their children; parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;



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Statement of Parent Involvement Policy 2013 - 2014

The Rosa Parks School

PS 254 Q

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

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

- Through the efforts of the Parent Coordinator (PC), the PA President with DOE support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- School publications (i.e. pamphlets, school calendar, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education, dual language and/or free standing ESL programs.
- THE PARENT INVOLVEMENT POLICY WILL BE DISTRIBUTED IN THE FALL OF 2013 TO ALL PARENT/CAREGIVERS.

Parent Workshops

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

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

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

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

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

Annual evaluation of the Parent Involvement Policy

In June 2014, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration. THE UPDATED VERSION WILL BE DISTRIBUTED IN THE FALL OF 2014 TO ALL PARENTS/CAREGIVERS.

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

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

I. School Responsibilities

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

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

- **Public School 254, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-14.**

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

School Responsibilities

Public School 254 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: balanced literacy, balanced mathematics, science, social studies and music.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: report cards and weekly or monthly progress reports.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during parent teacher conference and teachers' preparation periods.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: project celebrations-i.e. publishing parties, science fair, and trips.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure

children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

II. Parent/Guardian Responsibilities:

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

The parents of P.S. 254 will:

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

II. Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Volunteering in the school
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

III. Student Responsibilities:

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

Student Responsibilities:

The students of P.S. 254 will:

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

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

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

Signatures:

School

Parent(s)

Student

• **Date**

Date

Date

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 27	Borough Queens	School Number 254
School Name The Rosa Parks 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 Naomi Drouillard	Assistant Principal P. Markham, H. Sosnovsky, I.A
Coach S. Bherwani, Admin. Assistant	Coach
ESL Teacher Sherma Feggins, Yoon Lee	Guidance Counselor S. Esposito
Teacher/Subject Area J. Sehn, 3rd grade	Parent
Teacher/Subject Area	Parent Coordinator Elizabeth Arnold
Related Service Provider T. Winston, SETSS	Other D. Whitecavage, Speech
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.	2	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	0
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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	653	Total number of ELLs	42	ELLs as share of total student population (%)	6.43%
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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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	9	5	9	7	6	6								42
SELECT ONE														0
Total	9	5	9	7	6	6	0	0	0	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	5	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
Dual Language										0
ESL	37		9	5		1	0		0	42
Total	37	0	9	5	0	1	0	0	0	42

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	4	7	5	6	6								37
Chinese				1										1
Russian				1										1
Bengali														0
Urdu		1												1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2											2
TOTAL	9	5	9	7	6	6	0	0	0	0	0	0	0	42

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)	5	4	2	1	2									14

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	1	3	1	1	1								7
Advanced (A)	2	1	4	5	3	5								20
Total	7	6	9	7	6	6	0	0	0	0	0	0	0	41

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	3			6
4	3	7	2		12
5	3	6			9
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			1		4				5
4	2		6		3				11
5	3		4		2				9
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		4		5		9
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.

The assessment tools we use to assess the early literacy skills of our ELLs is: Fountas and Pinnell. In Fontas and Pinnell, teachers assess students to find out if they are meeting benchmarks. Some of the information assessed with these assessment tools are vocabulary, phonemic awareness, sight words, listening and writing, reading, decoding and comprehension skills. These tools are used constantly to ascertain where and how the child is progressing and to help inform and adjust the instructional plan. Based on recent data, some ELLs are improving at a similar pace to the rest of the general population on their particular grade levels, while others are below and struggling. For example, a lot of our ELLs in K are at pre-reading levels in the fall in spelling, vocabulary, sight words, reading accuracy, reading comprehension, and oral expression, but will show great improvement by the spring of the same school year. The data also informs us that most ELLs in K are below the expected level in decoding skills. Therefore, our focus for these ELLs must be in the area of decoding. We will use the following programs to address this area of need: ReadyGEN phonics kit for that particular grade level, Time for Kids Readiness Alphabet, Hooked on Phonics, and Starfall.com. Our instruction will be designed to simplify and use the scaffolding technique to help our ELLs meet the standard level 3.

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

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

Of the six students in the 3rd grade who took the NYS ELA, three scored a level 1; and three scored a level 2; no student scored levels 3 or 4. In that same grade for NYS Math, no student scored level 1; one scored level 2; four scored level 3; and 1 scored level 4. Our students are showing continued improvement and success in math but must put even more effort in ELA, especially with the more challenging ELA state exams. The twelve students who took the ELA in the 4th grade, three scored level 1; and seven scored level 2; and two scored level 3. In math, 4th grade students took the test and scored the following: two scored level 1; six scored level 2; and three scored level 3. In the fourth grade the students have shown almost equal progress in the areas of mathematics and ELA. Eight 5th grade students took the ELA and two scored level 1; while six scored level 2. In math, nine students took the state exam and scored as follows: three scored level 1; four scored level 2 and two scored level 3. Our 5th grade students showed more improvement in math than in ELA. The 4th grade Science State test revealed that our ELLs did as well or better than the general education population. Four students received level 3 and five students received level 4.

The insight gleaned from this data in ELA is that ELLs will have to be provided with more opportunities to build students' background knowledge before reading the texts. In addition, teachers will help ELLs to engage and respond to informational texts and fiction stories with comprehensible input. We will also engage and guide students to write in meaningful ways for different audiences and purposes. Also, our instructional planning will include supports during the lesson to develop domain-specific academic vocabulary across all content areas. Teachers of ELLs will constantly use language of mathematics, science and social studies to engage ELLs and accelerate academic language development. We will provide multiple entry points to present information to students, which differentiates the instruction for them. Then we will assess students development on a daily basis by checking for

improvement in daily writing work, and engagement with complex text.

All ELLs who scored level 3 will also be targeted to maintain these current levels and improve these levels. We will continue to provide active learning strategies, modeling, monitoring and correcting errors and continual practice of skills and strategies to maintain their levels. All students who scored level 1 or 2 in either mathematics or ELA will be targeted for additional services, i.e. at-risk, and academic intervention, RtI.

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 [AMAO tool](#))

According to the information about NYSESLAT modalities, students reading and writing scores were lower than their listening and speaking scores. Based on the percentage of the ELLs who tested out of the program, and showed growth by moving from one level to the next, we will use the ESL strategies and the program model of push-in, mostly and pull-out, as needed, for continued success. We examined the progress shown in the proficiency levels of our students on the NYSESLAT exam and found 25 out of 64 students tested out of the program.

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?

In general, ELLs are faring similarly to native English speakers in state exams and classroom assessments once they have passed the beginner stage. They are able to write essays in a consistent with their peers, answer the questions in a coherent and thorough manner.

We do not take the ELL Periodic Assessments. Periodic Assessments are not applicable.

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](#).)

Based on the guidelines for the RtI model we will provide strong targeted instruction in the classroom. We will examine how many ELLs are struggling in classrooms and focus on teachers improving core instruction. We will first try to understand the source of difficulty for struggling ELLs by asking some of these questions: are ELLs with similar profiles as their peers successful? Are students cultural and linguistic backgrounds taken into consideration when planning instruction? Is the ELL's understanding periodically checked, and are there multiple opportunities for them to demonstrate this understanding? Is instruction appropriate for the student's level of English proficiency?

After examining other student data, such as performance on periodically administered assessments, we designed an RtI in the following way: For Tier 1 - instruction is focused on promoting language and literacy development. This will be accomplished by building on and expanding students' existing oral language competencies. This will be accomplished by using ReadGEN materials to address the five components: vocabulary, syntax, morphological skills, pragmatics and phonological skills. To promote ELLs oral language development, we will build background knowledge, engage in close, interactive read alouds and collaborative discussion and debate; role-play, use language frames for speaking and listening, provide multifaceted and intensive vocabulary instruction. In addition, quality writing instruction will be given to ELLs to help them acquire the academic writing skills they will need in the content areas. Word reading and spelling skills will be taught, especially within the context of reading and writing activities. We will provide reading comprehension instruction by building background knowledge, highlighting key vocabulary, and interacting socially to make meaning. Some of the strategies we will use to build reading comprehension are: reading thematically related texts, using ReadyGEN Sleuth, use scaffolded retelling technique, and modified guiding reading, selecting books according to student stage of development. The students will be guided during this tier in their respective classrooms. It will be delivered during the balanced literacy time frame and will last for the entire school year. The students will be screened using Fontas and Pinnell, and NYS and NYC ELA exams.

Tier II - the interventionist used are ESL teachers, and other specialists, who work with small groups of ELLs two times a week for as long as students need this intervention. The curriculum used is: ReadyGEN's Sleuth and Scaffolded Strategies Handbook; Coach NYS Workout ELA, and Treasures Triumphs Intervention. Progress monitoring consists of ReadyGEN's Progress Monitoring Assessments Regular Intervals, done once a month to determine whether the student is making sufficient progress and to make modifications to the intervention required at this level. This duration of this tier depends on the progress of the student.

Tier III - This tier will take place outside of the classroom and the providers used are the ESL teachers, and other specialists who work in a one-to-one or one-to-three grouping five times a week for 30 - 60 minutes. The duration of this tier will depend on the progress of the student. The curriculum we will use consists of ReadyGEN's Sleuth and Scaffolded Strategies Handbook, Coach NYS Workout ELA, Treasures Triumphs Intervention, and In-Step Readers- specifically for ELLs. All of the materials listed previously will be taught using ESL methodologies. We will monitor students' progress once per week or every two weeks, according how we are using the materials in the time frame allotted.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Our program does provide native language support by giving students access to bilingual dictionaries, native language classroom and school libraries, technology enrichments in the native language (Imagine Learning English software program supports learning in students' native languages), and the frequent use of the buddy system to support content instruction in the native language. Students, as much as possible, are placed in classes with teachers who speak their language.

Students are supported in their native language in the following ways: Our school has acquired literacy leveled books for our ELLs in their native language in the library and in the classroom. Teachers and paraprofessionals who speak the students' native language will provide academic support. In addition, staff who speak the students' native language will provide instruction as needed. In Social Studies, the program used is entitled Scott-Foresman Social Studies and ELLs use Harcourt Science and apply ESL methodologies.

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.).

To evaluate the success of our programs for ELLs we assess the number of years students remain in the program and attain English proficiency. In addition, the teachers of ELLs assess the levels of success in ELA, mathematics, science and social studies on a continuous basis. Some examples of measures that we use to evaluate the success of our ELLs are: Informal-teacher observation measures and checklists; portfolios; conference notes; Formal-classroom tests (ReadyGEN & GO Math assessments); review of class grades; standardized achievement tests i.e. NYSESLAT (to measure English proficiency on a yearly basis in the four language domains (listening, reading, writing, and speaking), state ELA, state Math, state Science exams; Fontas and Pinnell for K-2 and Imagine Learning pre-post tests. To sum up, if students show continuous progress in advancing from beginner, intermediate, advanced levels and finally to English proficiency then we will deem the programs used as successful.

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](#).)

The program model at P.S. 254 is a free-standing English as a Second Language push-in program, in which instruction is provided in English 100% of the time. The identification Process completed within 10 school days of initial enrollment to determine if a child is eligible for ESL services is as follows: When students first enroll in the New York City Public School System, parents are given a Home Language Identification Survey (HLIS) to complete. This survey helps the school system identify students who may have limited English language proficiency. An informal oral interview with the parent and sometimes the student is also conducted in English and the native language with a designated license pedagogue. The licensed pedagogues

who are responsible for conducting this initial screening are the ESL teachers, S. Feggins & Y. Lee; Speech & Language teachers, D. Whitecavage & L. Kalendarov; IEP/SETSS teacher, T. Winston; and 3rd grade teacher, J. Sehn. One of the pedagogues speaks Spanish & one speaks Korean. For any other languages needed during the identification process, we will use the Translation Services Unit. An informal oral interview is conducted with parents and the students to determine if the child is eligible to take the LAB-R exam. Pedagogues who speak the parent's native language is asked to be part of this intake process to translate questions & explain answers so that all parties represented will understand what the student is capable of and knows.

We also determine if the student can speak English based on their prior schooling. We examine the HLIS to view what prior schooling the student accomplished. The ESL teachers view all HLIS, sign and enter the Other Than English Language Exposure (OTELE) code on each form.

Once it is determined that the child speaks another language other than English, they are administered the Language assessment Battery-Revised assessment to determine student's ELL status and proficiency level. If the student does not pass the test, or meet the cut scores as pre-determined, and the student speaks Spanish, that child will be given the Spanish Lab. The Spanish Lab is given by the ESL teacher and/or a pedagogue who speaks Spanish.

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.

The structure that is in place to ensure that parents understand all three programs choices, i.e. Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding English as a Second Language (ESL), is as follows: Parent Orientation sessions—which are offered to parents within the first ten (10) days of registering children in the New York City school system—are given by the ESL pedagogues and the Parent Coordinator. Parents are given information during this session on the state standards, assessment, school expectations and general program requirements for the ESL program. Parents are given an agenda and information via the DVD in their native language about the programs available in New York City. Parents are also given brochures in their native language, to help them understand the programs available in the New York school system. Since our school does not currently offer a bilingual program, parents are told they have the option of transferring their child to a school in the district that provides the type of bilingual or dual language program they would like or need. The school will provide information on the schools that are available and maintains a record of the parent's response.

There is a question and answer period after the Parent Orientation dvd is viewed and a Parent Survey and Program Selection form is then given to parents to be filled out. Parents are told that if they have additional questions, they will be able to contact any of the ESL teachers at their convenience.

If parents are unable to attend orientation meetings in the mornings, then these meetings are scheduled for other times during the day and at the parents' convenience. These meetings are offered every month for any new admit to the NYC school system. After the Parent surveys are completed, the original is placed in the students' cumulative folder and copies are kept in the ESL office, in the compliance binder. In addition, an indication of the completion of the survey is made on the ESL caseload. Mrs. Feggins will then inform the school secretary of the parent's choice of programs and enter this information on the new ELPC screen in ATS.

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

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](#)].)

At the beginning of each school year a team consisting of the ESL teachers, S. Feggins and Y. Lee, Parent Coordinator, E. Arnold, M. Urgiles, bilingual paraprofessional, J. Sehn, 3rd grade teacher and I. McCarthy, 4th grade teacher meet to discuss the steps needed to identify students who may be eligible for ESL services for the school year.

At registration, parents are provided with a Home Language Identification Survey, available in several different languages, to complete. The parent coordinator or a member of the team is available to assist parents with interpreting the Home Language Identification Survey. In addition, an informal oral interview is conducted to determine if the student is eligible for testing with the LAB-R. After the surveys and oral interviews are completed, the ESL teachers review them to decide if the student will be

given the LAB-R during the allotted 10 day period. Once students are tested, the LAB-R is hand-scored and the results recorded and used to invite parents to a parent orientation meeting via an "entitlement letter" generated from the DOE website. This meeting will take place in the 10 day time frame so that parents can choose what program they want their child placed in for the school year.

An entitlement letter, in the parent's native language, is sent home to parents, informing them that their child is entitled to ESL services and that they are invited to attend a parent orientation session and view a DVD or the online video in their native language, regarding program choices available in the NYC public school system. In this letter the student's proficiency level is recorded and when and where the orientation session will be held. Copies of these letters are placed in the current ESL compliance binder in the school.

When parents attend the orientation, they will view the DVD and will be given the Parent Survey and Program Selection Form to fill out. Based on parent choice, each student will be placed in the program of their parent's choosing. However, if the parent is not available to attend the session, either another one will be set up for them to attend, or they will be given instructions as to how to use the online video available on the DOE website and complete Parent Survey and Program Selection Form during the allotted time. Once Parent Survey and Program Selection forms are sent to parents, and returned to school, ELL teachers make copies of these documents, place the original in student's cumulative folder, and keep a copy in a compliance binder. One of the ESL teachers, with the help of the school secretary, will input the information on the ELPC screen on ATS.

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

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.

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

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

Once parents complete the parent survey in their native language, one of the ESL teachers will meet with the school secretary and enter parent choice on the ELPC screen. The required information will be filled out, within a 20 day interval, and the child will be placed in the program of the parent's choice, according to the Parent Survey & Program Selection form. If the program choice is not available at the school for the school year, the parents will be given a list with schools in the area which offer the program they are looking for. The parent's name and pertinent information will be taken and placed on a list which will be used to inform when their choice is available at the school.

Students are also identified for the current year's services based on their scores of beginner, intermediate or advanced status on the New York State English as a Second Language Achievement Test (NYSESLAT) from the previous year. The ESL teacher,

Mrs. Feggins, will secure a copy of the RLER report on ATS to check for students who continue to be entitled to Bilingual/ESL services. A continued entitlement letter is sent to parents to inform them of their child's entitlement in the program for another year of services. A student's individual education plan (IEPs) is also examined to look for any indication that they should be given ESL services as per IEP. All parents are notified of their child's continued entitlement of services via the appropriate letter. Copies are made of all letters sent to parents and kept on file in ESL compliance binder.

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

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

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 first thing we do when the materials arrive at the school, is to inventory the materials sent from Questar, the company responsible for the test. Once it has been established that all materials are in the boxes, then we will secure the test in the testing room. Before the test is administered, we prepare answer sheets for all subtests--speaking, listening, reading and writing for each student taking the test. We decide, with administration, where all parts of the test will be administered.

The first test administered is the speaking subtest. This subtest is administered on an individual basis in separate location from all other students. This test is scored at the time of administration. We test all students during the allotted time for the speaking subtest.

Next, we test students in listening, reading and writing - in that order. Students are tested in groups using the level provided for them. We make sure that students with disabilities are provided with the testing conditions authorized by their IEP plan.

Students in K-2 marks their answers in the test booklets, and these answers are later transcribed by ESL teachers on students' machine-scannable answer sheets. Students in 3-5 will mark their answers on their own machine-scannable answer sheets.

During the test, teachers circulated around the room to ensure that students were recording their answers in the proper place. Any student absent for any part of the test, will be tested during the make-up testing period, which is any time within the designated 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. 

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

Most parents chose ESL at this time, therefore, this program is offered at our school and is aligned with their requests.

Part 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])?

The organizational model at P.S. 254Q is Push-In and Pull-out free-standing English as a Second Language (ESL) program. This ESL program consists of a language arts instructional component and a content area instructional component. The language arts instructional component includes ELA (English Language Arts) and ESL. The ESL teachers and classroom teachers work collaboratively to provide strategies to strengthen ELLs' oral, listening, reading and writing skills.

The program model is: heterogeneous, whereby all ELLs with mixed proficiency levels are in one or two classes on a grade in which ESL teachers push in to.

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)?

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

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.

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

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

ELLs are invited to stay for the extended day, which provides another opportunity for ELLs to develop skills to meet the demands of the Common Core standards.

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

We will give the Spanish Lab (for native speakers) to assess students' proficiency in Spanish. In addition, students can use their native language in some writing assignments, which can be checked by teachers or paraprofessionals who are literate in the student's particular language. State exams, e.g. mathematics, science, are given in some of the common native languages, which we use as an assessment measure.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Some of the ways we evaluate our ELLs is to design lessons, model and then confer with students to assess whether they were able to understand the information. We also use Fontas and Pinnell, beginning of theyear, middle of the year and end of year assessment to analyze the students' reading and oral levels. Weekly class assessments are examined for growth and understanding

of concepts. Any assigned projects, tasks, homework assignments are evaluated for growth and improvement in listening, speaking, reading and writing modalities. Students are assessed when they are asked to share out any work assigned. We often check their reading for fluency and will give higher order questions to check for understanding.

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).

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

major emphasis on learning the five hundred most frequently used English words, which includes the Dolch Word List. For newcomers in 3 - 5 grades, they will be in placed in extended day small group instruction to build more English proficiency using Finish Line for ELLs program and Mathematics Voyager program.

After analyzing NYSESLAT report a plan was devised for ELLs receiving service for 4 to 6 years: For those students who did not meet the performance standard in reading, small group instruction using ReadyGEN resources.

Students

will also use Imagine Learning English software program at various times each week. In addition, students will use Strategies to Achieve Reading Success during the after school program. For those students who did not meet the performance standard in writing, small group instruction using ReadyGEN writing activities as well incorporating ESL methodologies to improve students' writing skills. Also, we will focus on building critical thinking skills in subject areas such as reading, mathematics, science etc. that take students beyond basic comprehension.

We have two students who have completed more than 6 years in our school. For this student we will differentiate instruction according to the resources we will provide to teach the student. This student will be placed in a small group with one of the ESL teachers. The resources entitled: Rourke ELL Intervention Kits; and Finish Line for ELLs: English Proficiency Practice and

ReadyGEN

Sleuth will be used. The technology program, Imagine Learning English, will also be used because this program differentiates according to the level and skill of each student.

The plan we have devised for Former ELLs is to provide support for them in their learning of the new literacy and mathematics

programs by helping them with strategies that will allow them to meet academic goals. Former ELLs are used to help new ELLs acclimatize to their new surroundings. They are part of the buddy system strategy. Former ELLs also are invited to the extended day program to help improve reading, writing and mathematics skills.

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?

The plan devised for our ELL students with special needs is as follows: They will be serviced in small groups using visuals, manipulatives, and other ESL techniques with an emphasis on academic vocabulary development, which we will preteach. Scaffolding techniques are used extensively with ELLs identified as having special needs. ESL teachers will make sure that everything taught is visual, skill-building and language based. The use of the buddy system to support our SWD will be utilized. In addition, teachers will model correct answers for these ELLs and write it so they can copy the information. The use of question

stems and Bloom's Taxonomy will be used to access higher-order thinking skills. They will participate in all activities that general education ELLs are privy to and will be assessed according to their IEP mandates.

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?
- For special education ELLs the focus will be on incorporating IEP goals with ESL mandates and methodologies. The new reading program, ReadyGen and the mathematics program, GO Math will be utilized. ESL teachers look at SESIS to determine which students have IEPs and then will adjust the curricular to match their learning needs / goals. ELL-SWD will be provided with instruction according to the time frame indicated on their IEP.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <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

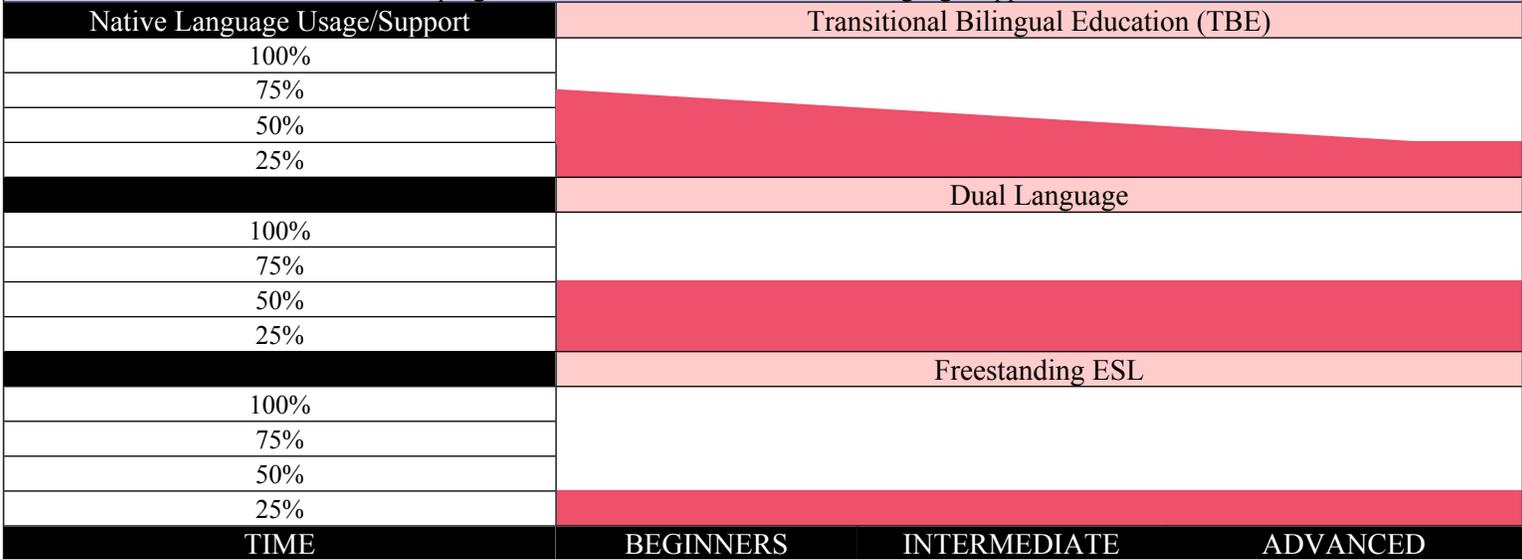
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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.

The targeted intervention in ELA for ELLs is accomplished by using the ReadyGEN program. The part of the program we will use for our subgroup (beginner, intermediate, advanced students) is the Scaffolded Strategies Handbook. For each subgroup we use the "If...Then" approach to target instruction and monitor progress. The program will help ELLs to develop skills in understanding, speaking, reading and writing in English through integration of academic content appropriate to the student's age, grade level and language skills. For mathematics intervention, ELLs will use GO Math and learn mathematics skills in English with the help of Spanish pedagogues as available. Differentiated instruction for each subgroup will be provided by ESL teachers. We incorporate the use of manipulatives to help students to understand mathematics concepts better. This hands on learning helps focus students' attention as they naturally want to play with and explore objects. For Science and Social Studies, the ESL teachers will use the materials and resources available to the general education population and provide differentiated instruction using ESL methodologies for each subgroup explicitly. In addition, academic vocabulary instruction in mathematics, science, and social studies is part of everyday instruction.

Intervention services is also offered in ELA and mathematics during and after school. The programs used for ELA are: Comprehensive Assessment of Reading Strategies; Strategies to Achieve Reading Success; Treasures Triumphs Intervention and New York Ready ELA. These programs are comprehensive ones that helps students acquire basic reading skills. They offer intensive instruction to accelerate learning of those skills. The programs are designed to focus on phonemic awareness, phonics, vocabulary, comprehension and fluency. The instruction is scaffolded with ample practice in those skills.

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

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

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of the current program is meeting the needs of the ELLs at our school because we have noted progress on the NYSESLAT for the 2012 - 2013 school year. The curriculum followed during this past year showed significant promise for our ELLs due to the fact that they are progressing steadily toward proficiency.

11. What new programs or improvements will be considered for the upcoming school year?

The new programs we will be using are: ReadyGEN - Sleuth, Scaffolded Strategies Handbook for ELA and GO Math, for mathematics instruction. For all programs used ESL strategies will be applied.

12. What programs/services for ELLs will be discontinued and why?

Journeys, the ELA program used last year will not be used this year. Also, Envision for mathematics will not be used. The reason why these two programs will not be used is because they have been replaced by the recommended DOE programs in both areas.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs, general and special education students, are afforded equal access to all school programs. They are invited to participate in all after school programs offered on Mondays, Tuesdays, Wednesdays and Thursdays and some Saturdays during the school year. These programs include: ELA, mathematics, 21st Century Clubs. In addition, ELLs will participate in all other school related programs, including Saturday Science Club. ELLs will go on trips with their classmates to Broadway plays, museums, aquariums, and farms.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We use the following instructional materials to support the learning of ELLs: classroom materials, i.e. leveled and other reading books in English and students' native language, manipulatives, supplemental materials—i.e. ESL software (Imagine Learning English), bilingual dictionaries/picture dictionaries, wall charts, word walls, pictures and other visuals, grammar student books and workbooks, Newcomer kits, for the beginners—which include vocabulary development and conversation activities that cover basic grammar. In addition, we will be using ReadyGEN and GO Math, programs that align with the Common Core Standards that is supported by the DOE.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

We use the following instructional materials to support the learning of ELLs: classroom materials, i.e. leveled and other reading books in English and students' native language, manipulatives, supplemental materials—i.e. ESL software (Imagine Learning English), bilingual dictionaries/picture dictionaries, wall charts, word walls, pictures and other visuals, grammar student books and workbooks, Newcomer kits—which include vocabulary development and conversation activities that cover basic grammar.

Students are supported in their native language in the following ways: Our school has acquired literacy leveled books for our ELLs in their native language in the library and in the classroom. Teachers and paraprofessionals who speak the students' native language will provide academic support. In addition, staff who speak the students' native language will provide instruction as needed. In Social Studies, the program used is entitled Scott-Foresman Social Studies and in science students use Harcourt Science which the EL teachers will support with and apply ESL methodologies.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Required services support and resources are provided according to students' grade and age levels after . If student is in grades K,1, 2, 3, 4, or 5, resources are provided to accommodate the students' needs and abilities. If a student is in an upper grade and has not yet acquired the needed skills to progress in the grade he / she is presently in, resources at that student's level will be provided as needed.

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.

Some of the activities we offer to assist newly enrolled ELL students before the beginning of the school year is as follows: summer enrichment program for ELLs in a neighborhood school, information about the availability of ESL books, i.e. bilingual books and educational websites (i.e. Starfall.com), and information about any ESL programs offered at local libraries.

18. What language electives are offered to ELLs?

N/A

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.

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

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

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

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

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

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

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?

The parental involvement provided at our school for our ELL parents are: Parent Coordinator provides ongoing workshops to enhance parenting skills and to inform parents of services available to them. Parents are used as translators during meetings, i.e. Parent Association, Parent Teacher Conferences. Parents are invited to participate in all parent activities in our school, i.e. Parent Book of the Month workshops (monthly), Book Club for Parents, Cookshop for Parents, Art and Technology workshops, Family Movie Night, ARIS training, ELA and Mathematics Test Prep workshops and Family Contests, i.e. Traditional Turkeys, Sensational Snowman, etc. Parent are encouraged to volunteer to help during the school year. There is also an ESL class for parents held on a weekly basis.

The community organization, Advocates for Children of NY are providing monthly workshops for parents to attend individually or as a group. In addition, 21st Century organization will have workshops for the parents throughout the school year. These workshops will be based on the needs of the parents.

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

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.

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

Part VI: LAP Assurances

School Name: P.S. 254

School DBN: 27Q254

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Naomi Drouillard	Principal		1/1/14
Pamela Markham, H. Sosnovsky	Assistant Principal		1/1/14
E. Arnold	Parent Coordinator		1/1/14
S. Feggins, Y. Lee	ESL Teacher		1/1/14
C. Hernandez	Parent		1/1/14
J. Sehn	Teacher/Subject Area		1/1/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
S. Esposito	Guidance Counselor		1/1/14
	Network Leader		1/1/01
S. Bherwani	Other <u>Administrative Asst.</u>		1/1/14
D. Whitecavage	Other <u>Speech</u>		1/1/14
T. Winston	Other <u>SETSS</u>		1/1/14
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q254** School Name: **The Rosa Parks School**

Cluster: Network: **531**

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

Part A: Needs Assessment Findings

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

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

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

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

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

We conducted a needs assessment and concluded that the ELL parents did not understand notices that were sent to them in English. Our needs assessment was done orally, by asking the parents if they wanted the information in their language if it was available; and according to the number of parents who informed us that they spoke another language on the Home Language Identification Survey. We noted that when notices were translated into native language, the rate of return responses increased. We used the data from the Home Language Identification Survey and the ATS Home Language Report to conclude which languages should be targeted. These findings were reported to the school

community during Parent Association meetings. The number of parents in need of these services is approximately 304. The languages available from the Department that we can benefit from are: Spanish, Chinese, Bengali, Arabic, Urdu and Russian. We can meet the needs of about 285 parents through the Translation and Interpretation Unit.

Part B: Strategies and Activities

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

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

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

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

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

Language Assistance Services information in the targeted languages will be posted near the entrance of the school, in the front lobby at all times, according to Chancellor's Regulations A-663. The Parents Bill of Rights, interpretation notice signs and safety plan are provided in the languages of our parent population.

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: The Rosa Parks School	DBN: 27Q254
Cluster Leader: Debra Maldonado	Network Leader: Joseph M. Blaize
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: 44 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" 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: 12 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 10

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our goal is for the ELLs in our school to become proficient in the English language, both academically and socially. To this end, we have developed a plan to improve students' reading and mathematics skills to succeed now and in the future and it also includes improving their ELA and Mathematics scores on state exams. ELA and mathematics scores have fluctuated among our ELLs. Although most of the ELLs in the third grade scored level 3 on the ELA, we need to make sure that the two students who scored level 2 improve and move to the next levels. In 4th grade many our students scored on a level 3; and the two students who scored on level will get additional help to improve and move to the higher levels. In 5th grade we will strive to move the one student to the next levels, and continue to encourage our level 3 & 4 students to move higher and increase their scores.

We will conduct after school programs for our ELLs in two phases. The first phase will be held three times a week—from October through December 2012, and the second phase will be held four times a week from January to May 2013. In Phase One, sessions will be held on Mondays from 2:50 - 5:00 p.m., Tuesdays, Wednesdays, and Thursdays from 3:40 p.m. to 5:00 p.m., and in Phase Two, sessions will be held on Mondays from 2:50 – 5:00 p.m., Tuesdays, Wednesdays and Thursdays from 3:40 to 5:00 p.m. The total number of sessions for the first phase is 25 sessions with one of our fully certified ESL teachers and seven content area teachers fully licensed in common branches, and the second phase will be 46 sessions with two fully certified ESL teachers and 8 fully licensed common branches teachers.

ELLs in grades 3 to 5 will be involved and supported in English Language Arts, and Mathematics afterschool programs in Phase One; and ELA, Mathematics and NYSESLAT programs in Phase Two. For each afterschool program the instructional materials will be geared toward improving content information and building English proficiency skills. The program used for ELA are: Strategies to Achieve Reading Success (STARS) and Comprehension Achievement of Reading Strategies (CARS). These ELA program, provides scaffolded instruction--modeled and guided instruction, modeled and guided practice, and independent practice--that supports student success with strategies assessed in the CARS series. These programs will provide ample practice and corrective feedback two days of the week. In addition, Ready NY CCLS ELA and Kaplan Advantage will be used for ELA test practice in our afterschool program. These programs are all designed to teach reading comprehension strategies to struggling readers to improve their reading skills.

For Mathematics: Kaplan Test Companion will be used; and for the NYSESLAT program, Getting Ready for the NYSESLAT and Beyond will be used for ELLs in all grades K-5.

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

Part B: Direct Instruction Supplemental Program Information

curriculum utilized during the regular day school program.

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

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

Money will be allocated to purchase books for the afterschool program and for professional salaries at the per session rate with fringes.

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

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

Part C: Professional Development

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

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

Begin description here: The teachers who deliver instruction to ELLs during the regular day school and the extended day program will participate in professional development sessions on a monthly basis. Examples of workshops include: Meeting the Needs of Diverse Learners in Grades K-5, Addressing the Vocabulary Needs of English-Language Learners, Instructional Practices for English Learners Only, and Common Core Learning Standards for ELLs in Math and ELA. These workshops would entail planning sessions targeting specific instructional objectives for each student and outlining the activities for each teaching session. In addition, the teachers will attend specific professional development workshops that focus on strategies to help ELLs. The ESL teachers will attend appropriate workshops with classroom teachers and turnkey relevant information. The professional staff developers, i.e. coaches in our school and the ESL teachers, will also provide staff development during the school day and after school targeting ELLs to improve instruction in literacy and math. The resulting professional development will enhance student language acquisition and increase student achievement on all assessments. These workshops will be given by the two ESL teachers--Mrs. Feggins and Mrs. Lee as well as other ESL

Part C: Professional Development

specialists in our network.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The parental involvement provided at our school for our ELL parents are: Parent Coordinator provides ongoing workshops to enhance parenting skills and to inform parents of best practices they can do with their children. In addition, there is an ESL Language Class for parents held weekly beginning October, 2012 and ending in June, 2013.

Parents are invited to participate in all parent activities in our school, i.e. Parent Book of the Month workshops (monthly), Coffee and Conversation with the Principal, Art and Technology workshops, ARIS training, ELA and Mathematics Test Prep workshops and Parents are invited to the school's library Tuesday, Wednesday and Thursday during extended day to borrow books with their child and to access the Parent Lending Library. Many of our ELL parents are on the School Leadership Team and are part of the Parents' Association in our school.

The presenters for the workshops include H. Sosnovsky & J. Marciano (coaches); A. Popovic (Art teacher); S. Bherwani (Testing Coordinator); E. Arnold (Parent Coordinator); S. Feggins and Y. Lee (ESL teachers); and S. Gerloven (Library Media Specialist).

The information will be presented on fliers, letters and in a newsletter to the parents. In addition, the parent coordinator will contact parents of ELLs who signed up for any of the programs mentioned above to encourage parents to attend workshops.

Part D: Parental Engagement Activities

Empty area for reporting Parental Engagement Activities.

Part E: Budget

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

Allocation Amount: \$11,200

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 <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software		

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		