

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**22K254**

**School Name:**

**DAG HAMMARSKJOLD**

**Principal:**

**LINDA ALHONOTE**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 22K254  
School Type: Elementary Grades Served: PreK-5  
School Address: 1801 Avenue Y, Brooklyn, New York 11235  
Phone Number: 718 743-0890 Fax: 718 332-4477  
School Contact Person: Linda Alhonote Email Address: lalhono@schools.nyc.gov  
Principal: Linda Alhonote  
UFT Chapter Leader: Eva Dilfanian  
Parents' Association President: Ruby Phan and Yves Etienne  
SLT Chairperson: Ruby Phan and Yves Etienne  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 22 Superintendent: Julia Bove  
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 11234  
Superintendent's Email Address: jbove@schools.nyc.gov  
Phone Number: 718 968-6117 Fax: 718 968-6152

**Cluster and Network Information**

Cluster Number: 06 Cluster Leader: Jose Ruiz  
Network Number: 605 Network Leader: Lisa Gigoux

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Linda Alhonote	*Principal or Designee	
Eva Dilfanian	*UFT Chapter Leader or Designee	
Yves Etienne	*PA/PTA President or Designated Co-President	
Rosa Ciraco	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ruby Phan	Member/ PTA Co-President	
Patricia Comer	Member/ UFT	
Azza Ebrahim	Member/ UFT	
Maria Marionakis	Member/UFT	
Susan Milstein	Member/ UFT	
Gayle Horio	Member/ Parent	
Betty Lee	Member/ Parent	
Christine Lam	Member/ Parent	
Alain Michael	Member/Parent	
Sergey Brestovitskiy	Member/Parent	
Irina Melnik	Member/ Parent	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and CEP Development**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 254 is a high performing school with a register of 743 students. Our school consists of general education, special education, and English Language Learners. PS 254 supports 3 full day Pre-Kindergarten classes in order to work on developing oral language ability and emergent literacy skills that all students need in order to ensure a successful transition into the elementary school grades. We incorporate the CCSS and personal and academic behaviors into all areas of our curriculum. We believe in developing our students to be cognitively engaged both in and out of the classroom. We encourage students to make decisions independently, as we play a vital role in preparing our students to be college and career ready.

Technology is at the forefront of students' education. All of our classrooms and our Tech Lab are equipped with new computers, as well as Promethean boards. Students utilize the computers during center time as enrichment activities, or as reinforcement for core subjects. All of the teachers are provided with ongoing professional development in the use of these technology tools. Our philosophies are "doing what is right for children" and "growing great professionals". Education is very fluid and our highly qualified teachers are always learning and sharing new ideas and continuously maintaining rigorous instruction. Through the ADVANCE system, school leaders monitor teacher growth and provide maximum opportunities for professional learning and enhancement.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the data that was analyzed, including ELA results, Fountas and Pinnell, baseline assessments, and Progress Reports for the last three years (2011-2012, 2012-2013 and 2013-2014), it is evident that there is a need to increase the percentage of students, including SWD’s and ELLs, making at least one year’s progress in ELA. Based on these findings, we need to plan more cohesively, both horizontally and vertically, in order to provide more rigorous instruction, aligning lessons fully to Common Core, and by challenging and/or scaffolding for our students each day.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase in students making at least one year’s progress in ELA, as demonstrated by student city/statewide assessment results.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Data analysis will be a crucial component of our literacy instruction; students will utilize rubrics and engage in rigorous units of study in ELA.	Teachers, Para-professionals	September – June	Administration, Teachers, Achievement Coach
Teacher teams meet to analyze data in order to deliver rigorous reading and writing small group instruction that integrates Social Studies and Science.	Teachers	September – June)	Administration, Teachers, Achievement Coach
Technology will be fully integrated into daily instruction in order to enhance student engagement.	Teachers	September-June	Administration, Teachers, Achievement Coach

--	--	--	--

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Reso A funds will continue to be used to purchase Promethean boards and computer equipment for every classroom in grades K-5 in order to support our efforts to integrate technology into the classrooms; additional internet resources and tools will be utilized to enhance our delivery of instruction and increase student engagement; the CASA grant will further support language and literacy skills through the arts; Afterschool programs will provide additional support for students in ELA; flexibility in scheduling will allow for teacher team meetings to occur.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
---	----------	--	---------------	--	-----------	--	-----------	---	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

XReso A funds

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

January 2015 – interim ELA benchmark

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After conducting a 3 year trend analysis of ELL, ELA, NYSESLAT, and Progress Report data, it was determined that ELLs have not made the same progress as native English speakers. As a result, we have made progress in our ELL subgroup a priority this year. Through our newly developed Professional Learning Communities (PLC’s), our teachers will begin to recognize that a successful classroom requires a strong curriculum that is aligned to the Common Core and that challenges students, scaffolds their experience, and is enlivened by teachers who are engaged with their craft. Our curriculum must meet students where they are and customize inclusive, motivating instruction, especially for our ELL’s and former ELL’s. Rigorous instruction aligns practice and content to Common Core strategies within and across grades and our goal is for teachers to shift their practices to align with this approach to support our ELL population and boost their student achievement.

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase of 3% of ELLs moving to the next level in reading and writing achievement as measured through a variety of indicators, including but not limited to: a Fountas & Pinnell Reading Assessment, performance tasks, writing benchmarks, teacher created assessments, and NYSESLAT.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			

Data analysis will be used for forming differentiated instructional groups; ESL teachers will provide mandated services to all ELL students in both a push in/pull out model, as well as a self-contained class setting; all ELLs in grades 2-5 are invited to participate in the Title III afterschool program; academic word work and ELL scaffolds are embedded into all units of study.	Administration, Teachers, Students	September– June	Administration, Network ELL Coach, Achievement Coach
Teacher teams will meet regularly to analyze data to inform small group instruction. Teachers are committed to this plan. Strategies including UDL, vocabulary word work, deconstruct/ reconstruct, and alternate text sets are used to meet the needs of our ELLs.	Teachers, Students	September – June	Administration, Network ELL Coach, Achievement Coach
We plan to establish a student-centered learning environment in every class in which students encourage and support each other, creating a collaborative and engaging atmosphere in the classroom.	Teachers	September – June	Administration, Teachers, Parent Coordinator
Technology is a highly motivational tool for ELL students, as well as SWD's; Utilizing a variety of educational supports helps students grow both academically and socially.	Teachers	September – June	Administration, Teachers, Parent Coordinator

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Curricula supplements and resources, including technology tools, are adapted for addressing our ELL needs; a translation team comprised of both staff and parents assist us in connecting frequently with families of all languages, in guiding and supporting their children at home with the CCSS. Translation services and resources are vital in connecting us to all ELL families.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>		<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
xReso A Funds									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
January 2015 – F& P mid-year results, and all additional reading and writing periodic benchmarking results for our ELL population				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Upon our review and analysis of our recent ADVANCE data, we identified the trends and patterns across all of our teachers, across all grades and subgroups and cluster teachers. It is evident that high-quality instruction is the strongest influence on student achievement and we need to help teachers acquire skills and expertise by providing opportunities for them to develop, grow, and learn from peers and experts. We want to see evidence of teachers fully committed to student success and driven to improve their school and their teaching practices. We want to see more innovating teaching and teachers honing in on their practice through continuous learning and frequent professional development.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, our school community will reflect on and refine systems and structures that foster professional learning communities in support of our instructional focus. Key areas will be identified pertaining to student growth, as well as, the gaps in student achievement. As a result of these findings, 100% of our teachers will receive support, appropriate guidance, and professional development in their specific area of need.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Professional Development will be given and Professional Learning Communities will be formed on the following topics: technology, analyzing student work and data to plan differentiated instruction, academic vocabulary, refining and reflecting Ready Gen, improving questioning and discussion techniques, including supporting students in writing by constructing viable arguments that use text evidence in discussion and in writing responses and providing feedback to students. Ongoing PD will be available and will be customized to each teacher’s needs, and access to external PD’s when available. Network support will continue to be prevalent, especially around student achievement among our ELL subgroup. Through our constant</p>	All teachers	September-June	All school leaders, network support, and school wide coaches

communication with parents and newly established parent engagement time, parents will become more comfortable and trusting in our school's vision and instructional focus with guidance on how they may best support their children at home.			
Strong teachers innovate and hone in their practice through continuous learning and frequent professional development. ESL teachers will participate in Network provided ELL workshop series. ESL teachers will turnkey these workshops to classroom teachers.	All teachers	September-June	All school leaders, network support, and school wide coaches
All teachers will be encouraged to attend various technology training in order to further strengthen the integration of technology into daily instruction.	All teachers	September-June	All school leaders, network support, and school wide coaches

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds are required for covering teachers so they may attend ongoing PD in their individualized areas of need. Providing opportunities in both the school community and externally, to grow in teacher practice, is essential. Resources and training on the latest uses of technology in the classroom will be ongoing.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Reso A Funds									

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

January 2015 – Check in and reflection on most recent ADVANCE data in order to make adjustments in customizing and differentiating appropriate Professional Development

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Upon reflecting on the most recent MOTP overall ratings, as well as, specific ADVANCE data, it is evident that although we have numerous highly effective teachers, there is always room for further growth and enhancements to teacher practices. After completing all IPC’s in September and discussing goals with teachers, it is recognized that all teachers have a need to grow in a specific area in order to improve student achievement.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will develop individual teacher development plans, (based on teachers’ goals, IPC meetings, and ADVANCE feedback and results) which will result in 100% of teacher growth in at least one HEDI rating score as measured by the MOTP.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Informal teacher development plans will be created based on one to one discussions with school leaders expressing their individual professional goals	All teachers	September – June	Administration Teachers
Informal and formal observation/feedback cycles will continue.	All teachers	September- June	Administration

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Any resources will be provided specific to a teacher’s area of need or specific Danielson component that would assist in strengthening teacher practices.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
---	-----------------	--	----------------------	--	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

Reso A Funds

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Advance data will continue to be entered and reflected upon throughout the year to make necessary adjustments and plan for specific Professional Development for teacher growth.

During the mid-year, (January/February 2015), administration will meet with teachers to reflect on their professional goals.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Upon reflecting on our school/parent connection, we would like to see an increase in parent programs and activities, especially with a concentrated focus on our families of ELL’s, Enrichment students and SWD’s.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase parental involvement in all school activities including Parent Association Meetings, parent events and workshops, as measured by attendance documents and improvement in learning environment survey results.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The school will use Global Connect to inform parents of workshops, school events and important school information. Administration will send monthly newsletters to parents.	Administration Parents All school staff	September-June	Administration Parents All school staff
Teaching staff, specifically ESL Specialists, ELL teachers, Data Specialist and the Technology Teacher will design information sessions and workshops for parents, including curriculum nights, technology workshops, etc., gearing towards the needs of our large ELL population. Workshop materials will be translated and interpretations support will be provided in the dominant languages spoken by parents in the school. Parent Coordinator will send out weekly emails to keep parents consistently informed if all school policies and procedures; In addition, school handbook and monthly calendar and newsletter are sent to parents.	Administration Parents All school staff	September-June	Administration Parents All school staff


**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Implementation will require that all resources are accessible to all families. Special attention will be given to ELL families by providing translation services as needed.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>		<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
---	-----------------	--	----------------------	---	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

Reso A

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

There will be frequent check ins and time allotted to planning with the Parent Association throughout the year.

**Part 6b.** Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State test scores Classroom performance	Guided reading groups Reading conferences one on one with teacher	Small groups One to one with teacher/para	During the school day and Afterschool
<b>Mathematics</b>	State test scores Classroom performance	Fluency practice One to one conferencing with teacher	Small groups One to one with teacher/para	During the school day and Afterschool
<b>Science</b>	State test scores (gr. 4) Classroom performance	Integration into literacy block	Hands on learning	During the school day
<b>Social Studies</b>	Classroom performance	Integration into literacy block, project based learning	Small group instruction following new scope and sequence, infuse content into literacy units of study to demonstrate CCSS alignment across disciplines	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Overall classroom performance and referral to PPT	Guidance services, small group instruction	Small groups One to one with teacher/para	During the school day

## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
--	---------------------------------	--	---	--	--------------------

### Part 2: All Title I Schools

#### 2a. 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.

#### 2b. 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).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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

### School-Parent Compact (SPC) Template

**[School name]**, 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;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **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;

### **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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 254	DBN: 22K254
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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: 45 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: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: As of September 2014, there are 122 English Language Learners at P.S.254. Our students receive 100% instruction in English as part of a free standing ESL program. Licensed and certified Teachers of TESOL and Common Branches service the English Language Learners. We follow a balanced approach to literacy, aligned with ESL standards. We provide individual and small group instruction based on the assessed needs of our students. This targeted instruction prepares children to make the transition from one level to the next throughout the year.

Beginning and intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL per week. All ELLs also receive 180 minutes of ELA instruction in their classroom settings. Students receive instruction that complements the themes and curriculum of their current grade level. The instruction utilizes ESL strategies and methodologies to provide content area knowledge and academic vocabulary. Emphasis is placed on consistent improvement in listening, speaking, reading and writing skills as per ESL standards. Based on NYSITELL and NYSESLAT results, a data analysis is used to group students. We strive to address the needs of our ESL students and plan instruction based on their specific needs. All of our students, including those in the self-contained Kindergarten class are in monolingual classes. Our students are tested in English, unless they are academically dominant in their native language. Students, who require foreign language exams, are provided with them, if they are available. In addition, pedagogues who are fluent in other languages, may orally translate State and City tests if need be. ESL staff articulates with Common Branch teachers to plan classroom instruction. In analyzing the breakdown of the NYSESLAT results for children who have been in the program for more than 3 years, we have targeted small group instruction, using differentiated instruction to hone in on areas of difficulty and improve results.

Instruction/Extended Day:

Based on our Title III funds for 2014 -2015 school year, we plan to provide Extended Day Programs for our ELLs in grades 2-5. Students will meet twice weekly, Wednesdays and Thursdays, from 2:25 to 4:10 P.M., for a total of 30 sessions for students in grades 3-5 beginning on January 7 and ending May 7, 2015. Students will be grouped based on standardized tests and teacher assessments. Students in grade 2 will meet once a week on Wednesdays, (2:25-4:10 P.M.) for ten sessions, beginning on January 7 through March 18th, 2015. All students will be taught by (4) ESL Certified teachers. A supervisor will be in attendance for all sessions at no expanse to Title III. The students will receive additional instruction in literacy, science, and math, designed to help them achieve grade level proficiency in these areas as well as utilize non-fiction text sets in different genres to enhance thinking, questioning, promoting vocabulary development and discussion skills. Some of the books we plan to order are: Measuring Up in Math, Strategies for Successful Readers and Writers, Math Tools, Quick Word for Beginning Writers,

### Part B: Direct Instruction Supplemental Program Information

Language Skills, Strategies for Content Area Reading, Ready New York, Kaplan Test Prep material, and Empire State NYSESLAT ESL/ELL test prep materials as well as non-fiction text sets from National Geographic: Ladders, Common Core Readers -at no cost to Title III .

### Part C: Professional Development

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

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

Begin description here: As mandated by Jose P., we provide professional development to the whole school staff, including teachers, paraprofessionals, administration, SBST members, etc. Our ESL Teachers/Coordinators and our Network Achievement Coach provide the mandatory 7.5 hours of ESL training. Our Network Achievement Coach works with individual classroom teachers to assist them with the instruction for ELLs. These professional developments are delivered during faculty conferences, grade conferences, after school sessions, Professional Development times (Mondays), and on the Chancellor's Professional Development Days. ESL, Common Branch teachers, and Content area teachers attend Professional Development workshops outside the building throughout the school year. Attendance records are recorded and logged. Some topics for Professional Learning workshops are as follows:

Topic 1: Strategies for Language Acquisition

Rationale: New teachers need instructional assistance with ELLs.

Date: 11/19/14

Time: 2:30-3:30

Name of Provider: Valerie Galpert

Audience: New Teachers

Topic 2: How to incorporate ESL strategies into unit planning.

Rationale: ESL students need differentiated instruction during reading.

Date: 12/22/14

Time: 2:20-3:30

Name of Providers: Valerie Galpert/Sherry Goldberg

## Part C: Professional Development

Audience: Group I- grade 3-5 teachers, group II- grade Pre K-2 teachers

Topic 3: Using Graphic Organizers and increasing vocabulary helpful for ELLs during writers workshop

Rationale: Graphic Organizers are very helpful for ELL visually and the students benefit from using them during writing.

Date: 01/26/15

Time: 2:20-3:30

Name of Providers: Valerie Galpert/Sherry Goldberg

Audience: Group I- grade 3-5, group II- grade Pre K-2 teachers

Topic 4: Challenges for ELL in Content Areas

Rationale: ESL teachers will demonstrate how to differentiate instruction to help classroom teachers deal with different challenges their ELLs face in Content Area learning.

Date: 02/23/15

Time: 2:20-3:30

Name of Providers: Valerie Galpert/Sherry Goldberg

Audience: Group I- grade 3-5 teachers, group II- grade Pre K-2 teachers.

Topic 5: Text Complexity

Rationale: The Common Core State English Language Arts Standards require that students read and understand texts of increasing complexity. This is specially difficult for ELLs and teachers need strategies to work with these students.

Date: 03/23/15

Time: 2:20-3:30

Name of Providers: Valerie Galpert/Sherry Goldberg

Audience: Gr I -grade 3-5 teachers, group II grade Pre K-2 teachers.

Topic 6: Supporting ELLs' Achievement: Oral Language Unpacked

Rationale: By developing English Language Learners' oral language, teachers will develop the skills and knowledge that is needed to provide the foundation for their listening, speaking, and writing.

Date: 04/27/15

Time: 2:20-3:30

### Part C: Professional Development

Name of Providers: Valerie Galpert/Sherry Goldberg

Audience: Gr I - grade 3-5 teachers, group II - grade Pre K-2 teachers.

Professional Development workshops from 2 through 6 are conducted at no expanse to Title III.

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

### Part D: Parental Engagement Activities

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

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

Begin description here: Parent Orientation sessions and workshops will be ongoing throughout the school year. Parents are notified in writing and/or e-mail by the school's Parent Coordinator. All notices are translated by our translation team members into as many languages as needed. We plan to schedule parent workshops in the evenings, facilitated by (2) certified ESL teachers and/or content area specialists, in order to help parents become more knowledgeable about testing. They will learn which tests their children will have to take and how best to help them. Parents will be provided with strategies to help prepare their children for all tests. All workshops will be held from 5:00 to 6:00 P.M. NYSESLAT /Literacy workshop will be held prior to the Spring NYSESLAT test, February 3, 2015. In addition, we will offer (10) adult ESL/Technology classes for parents. These classes will be held twice a week, Wednesdays and Thursdays, from 4:30-6:00 P.M. The classes will be offered from January 7th through February 5th, 2015. ELA/Math workshop will be offered for parents prior to the City and State tests, February 24, 2015, and be facilitated by ELA/Math specialists. The science workshop will be held April 28, 2015 and facilitated by the science teacher. These classes and workshops will have ESL Certified Teachers and/or content area specialists. Translators will be available at all workshops to better support the understanding of the content. Since there are no other programs operating in the school during those times, a supervisor will be in the building during all parent classes and workshops at no expanse to Title III.

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

**Part E: Budget**

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

Allocation Amount: \$14100

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$10,928.50	30 sessions x 1.75hrs. x 3tchrs. x \$51.51 = \$8,112.80 (Teacher per session) 10 sessions x 1.75hrs.x 1tch. x \$51.51= \$901.40 (Teacher per session) 1 session x 1hr. x 4tchrs. x \$51.51=\$206.00 (Professional Development) 1 session x 1.5hrs. x 2 tchrs. x \$51.51=\$154.50 (Professional Development) 1 session x 1.5hrs. x 1 supervisor x \$52.84= \$60.80 Parental Engagement: Adult English/Technology classes: 10sessions x 1hrs. x 2tchrs. x \$51.51= \$ 1,030.00 Testing workshops (ELA/Math, Science, NYSESLAT): 3 sessions x1.5hrs. x 2 x 51.51= \$463.00
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		N/A
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$2,921.50	Books, Notebooks, Folders, Markers Pencils Charts Copy paper
Educational Software (Object Code 199)	_____	N/A
Travel	_____	N/A

**Part E: Budget**

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

Allocation Amount: \$14100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	\$250	\$250. Parent engagement
<b>TOTAL</b>	_____	14,100.00

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>254</b>
School Name <b>The Dag Hammarskjold School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Linda Alhonote</b>	Assistant Principal <b>Kerri Moser</b>
Coach <b>Lisa Davino (Literacy)</b>	Coach <b>Jean Hunt Heller (Math)</b>
ESL Teacher <b>Valerie Galpert</b>	Guidance Counselor <b>Henry Ahearn</b>
Teacher/Subject Area <b>Sherry Goldberg/ESL</b>	Parent <b>Yves Etienne</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Karen Tam</b>
Related Service Provider <b>type here</b>	Other <b>Sheila Singer (CFN 605 ELL)</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>651</b>	Total number of ELLs	<b>116</b>	ELLs as share of total student population (%)	<b>17.82%</b>
--	------------	----------------------	------------	---	---------------

# 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
self-contained	1	1	0	0	0	0								2
Pull-out	3	1	3	2	2	1								12
<b>Total</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>14</b>						

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	103	0	6	13	0	6	0	0	0	116

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>103</b>	<b>0</b>	<b>6</b>	<b>13</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>116</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>    </u>	Asian: <u>    </u>	Hispanic/Latino: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>	Other: <u>    </u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	2	3	3	1								14
Chinese	8	6	8	1	0	3								26
Russian	16	13	6	4	9	2								50
Bengali	0	0	0	0	0	0								0
Urdu	1	2	0	0	2	0								5
Arabic	0	2	4	0	1	0								7
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	4	4	2	2	1	1								14
<b>TOTAL</b>	<b>33</b>	<b>28</b>	<b>22</b>	<b>10</b>	<b>16</b>	<b>7</b>	<b>0</b>	<b>116</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	19	5	3	2	4	1								34
Intermediate(I)	0	8	5	1	3	1								18
Advanced (A)	14	15	14	7	9	5								64
Total	<b>33</b>	<b>28</b>	<b>22</b>	<b>10</b>	<b>16</b>	<b>7</b>	<b>0</b>	<b>116</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	3	1	6	1	11
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
To assess early literacy skills of our ELLs, the Fountas and Pinnell Benchmark Assessment Tool Kit and Primary Literacy Assessment are used to analyze the individual student's ability in Decoding, Reading Comprehension, Writing and Fluency. We also utilize running records, classroom observations, written work, interim assessments, results of LAB-R and NYSESLAT, and in class grade level

assessments. The data is analyzed and the results of these assessments help inform our school's instructional plan. The data shows that our ELLs need additional support in the decoding, reading and writing. In addition, our beginner ELLs need support in vocabulary development.

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

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

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?  
At P.S. 254 children's second language development is considered in instructional decisions. All teachers are aware of their students' native language, LABR and NYSESLAT results. At registration parent and child interviews are conducted. We gather information about previous schooling and language of instruction. Students are provided with bilingual glossaries, dictionaries and content area library books, as possible. Students are also grouped for instruction with other students who speak the same language, as appropriate.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

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

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
ELL student identification begins as registration. Eligibility for LAB testing is based on the review of the Home Language Identification Survey, which is given out at registration to parents of incoming students by the ESL Staff (Mrs. V. Galpert and/or Mrs. S. Goldberg-ESL teachers) . An informal parent and child interview is conducted. Translators are available during this process. If we do not have a staff member who speaks the parents' language, we utilize the Translation Service. The HLIS is then reviewed by licensed and certified ESL teachers, who determine students' eligibility for the initial formal assessment (LAB-R). If parents indicate that another language is spoken by checking at least one item in Section One and two items in Section Two, the child is eligible for LAB-R testing. All Spanish speaking ELLs are administered the Spanish LAB to determine language dominance. All information distributed to parents of ELL/LEP students is translated into as many languages as possible.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
  - Orientation for parents of newly enrolled ELLs is done at the beginning of each school year (within 10 days of admission), and as new ELLs are admitted throughout the year.
  - Orientation is conducted by the ESL teachers. The Parent Coordinator, Family Worker, Principal, Assistant Principal and Translators are also available during Orientations.
  - Parents are provided with brochures that explain the three program choices( in native languages, where available) and they view the DVD "The Parent Connection" in their native languages.
  - Questions are answered by staff with the assistance of translators when needed.
  - Parents are given the Parent Survey and Program Selection forms in English and their native languages and asked to make a selection based on the information they have received.
  - Parents who were not able to attend all scheduled orientation meetings, are contacted by the Parent Coordinator and Family Worker in order to schedule individual meetings at which the parents are provided with the same information as the formal orientation programs, so that they can make their program selection.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  - After LAB-R is administered and analyzed, the ESL teachers ensure that all parents receive Entitlement letters in English and in native languages, informing them that their child has been placed in a self-contained, pull-out/push- in program. Parents sign and return the bottom part of the letter indicating that they have been notified. The returned tear-off is attached to the copy of the letter and kept on file in the ESL office.
  - The ESL teachers notify parents of ELLs with continued entitlement (based on the NYSESLAT results) are notified in writing that their child will continue to receive ESL services for the current school year. Parents sign and return the bottom part of the letter indicating that they have been notified of their child's continuous entitlement. The returned tear-off is attached to the copy of the letter and kept on file in the ESL office.
  - Parents of ELLs who have reached proficiency as measured by LAB-R or NYSESLAT, receive non-entitlement letters. Copies of the notification letters are kept on file in the ESL office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Students are placed in programs aligned to the Parent Program Selection forms. Historically, the majority of our parents have selected a free-standing ESL program. Parents who select bilingual and/or dual language programs are informed that their choice will be kept on file and that as soon as 15 parents, who speak the same language, on two contiguous grades, select the same program, we will open that program. Parents are also informed of bilingual/dual programs in other district schools, as available.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT test is administered during the official testing period in Spring. The RLER report is run which identifies all students eligible for the NYSESLAT and/or LABR. This report is cross referenced with class rosters and the pre-slugged answer documents to ensure all students are properly identified. First the speaking section of the test is administered to each ELL student individually.

Next, the listening and reading sections of the test are administered on different days to groups in appropriate grades. Last, the writing section is administered to all classes by grade. Records are kept as each student is tested. Absent students are tested when they return during the NYSESLAT testing period.

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

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

school day.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students in our frestanding ESL program receive all instruction in English. Advanced students receive 180 minutes of ESL per week, beginning and intermediate students receive 360 minutes per week as per CR-Part 154. Students in the ESL program are grouped according to ability across grade levels. Newcomer ELLs receive targeted instruction to meet their needs. ELLs in grade 2 are serviced both by our push- in and pull- out model. Push in services are provided during ELA, Math and Social Studies blocks. Our Grades K, 1, 3, 4 and 5 ESL students receive ESL instruction in a pull-out model. The ESL and classroom teachers work closely to deliver literacy instruction. They focus on helping students achieve grade-level proficiency in each essential reading component, as well as to align instruction to classroom themes in ELA, math, science and social studies.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

--There is ongoing collaboration with classroom teachers on grade standards and rubrics that are alligned with each grade curriculum and instruction in order to meet the instructional goals and Common Core Learning Standards.

--Students receive instruction in English that complements the themes and curriculum of their current grade level and incorporates the multi-cultural background of the students.

-- The instruction utilizes ESL strategies and methodologies (analyzing juicy sentences to build comprehension, explicit grammatical instruction in speaking and writing, TPR, alternate text sets, auditory discrimination, books on tapes, pictures, realia, dictionaries, glossaries), to increase targeted academic vocabulary in content areas.

--Strategies often used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary development, activating prior knowledge, scaffolding, and engaging in accountable talk.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
As appropriate, ELL students are evaluated in their native language throughout the year by bilingual staff members and/or translation services.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
In order to ensure that ELLs are appropriately evaluated, the ESL teachers use Standardized tests and frequently give students informal reading and writing assessments based on the rubrics. The ESL teachers also use a pretest and posttest that is part of the Best Practices in Reading series used in our school. To evaluate students' progress in listening and speaking, the ESL teachers converse with the students using a checklist to monitor progress of the students' capabilities in these areas.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

c. Students who have been in the program for 4-6 years, receive extension of services, and are given additional content area

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

-- Paraprofessionals accompany their assigned students to ESL.

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

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

-- Identified for support from our AIS team.

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

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

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

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

**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**

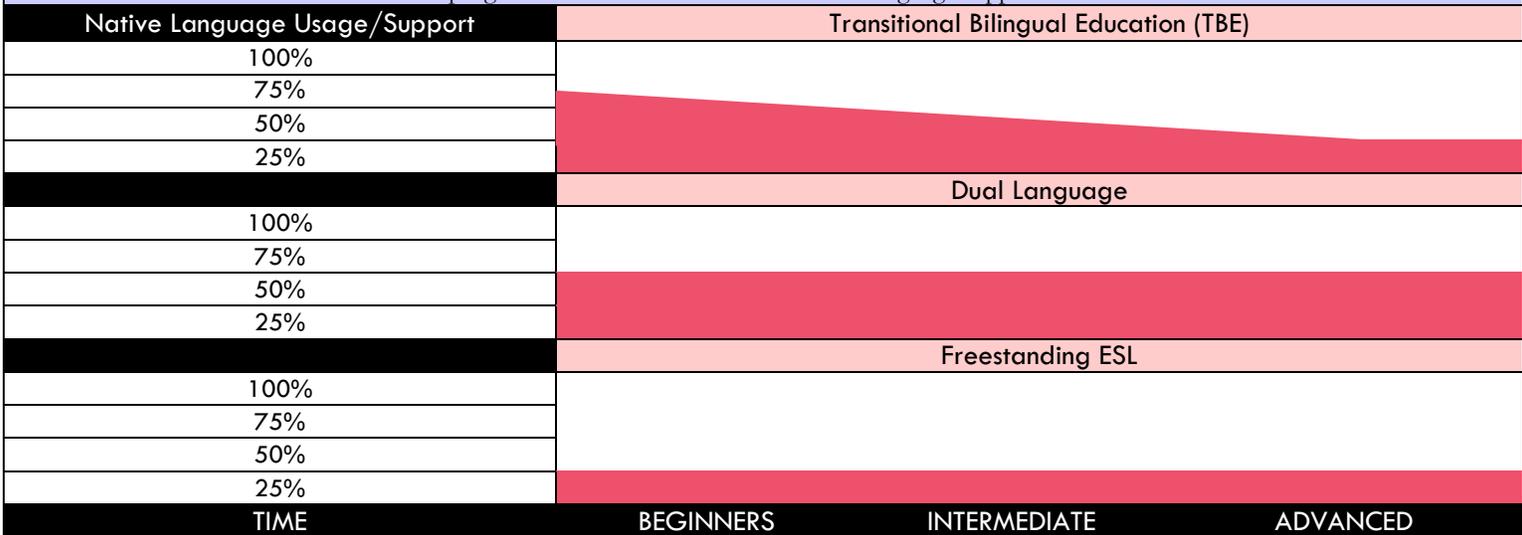
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

N/A

### C. Professional Development and Support for School Staff

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

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

September: ELL Identification and Placement

October: ELL Data Analysis

November: Scaffolding ReadyGen to Meet the Needs of our ELLs

December: Scaffolding GoMath to Meet the Needs of our ELLs

January: How to Pick Vocabulary Words to Teach

March: Getting Ready for the NYSESLAT

April: DOK for ELLs

June: Fast Forward: Planning for September

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

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

## **Part VI: LAP Assurances**

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 22K254 School Name: The Dag Hammarskjold Scholl

Cluster: \_\_\_\_\_ Network: 605

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

### **Part A: Needs Assessment Findings**

---

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

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

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

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

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

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

## **Part B: Strategies and Activities**

---

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

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

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

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

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

#### WRITTEN TRANSLATION NEEDS ASSESSMENT

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

#### WRITTEN INTERPRETATION NEEDS ASSESSMENT

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

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

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

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

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