

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **22K254**

School Name: **P.S. 254 DAG HAMMARSKJOLD**

Principal: **LINDA ALHONOTE**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Dag Hammarskjold School Number (DBN): 22K254
Pre-k, K, 1,2, 3, 4, 5, SE
Grades Served: _____
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
Eva Dilfanian
UFT Chapter Leader: Christine Corrar
Parents' Association President: TBD
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
415 89th St. Brooklyn, NY 11209
Director's Office Address: _____
TBD
Director's Email Address: _____

Phone Number: 718-759-4872

Fax: 718-759-4879

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Christine Corrar	*PA/PTA President or Designated Co-President	
Rosa Ciraco	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/ UFT	
	Member/UFT	
	Member/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/UFT	
Gayle Horio	Member/	
Kimball Ng	Member/	
Alain Michael	Member/	
Irina Melnik	Member/	
Karina Burman	Member/	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 254 is a high performing school with a register of 742 students. Our school consists of general education with an enrichment population, students with disabilities, and English Language Learners for the elementary grades. PS 254 also 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. We have recently partnered with Apple to bring in I Pads and Promethean Boards to every classroom, as well as providing professional development to enhance our technology goals. Students utilize the computers during center time as enrichment activities, or as reinforcement for core subjects. Our philosophy remains as "doing what is right for children". Education is very fluid and our highly effective 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 enrichment. Upon reflection, based on the Capacity Framework, we have demonstrated progress in the 2015-15 school year in the elements of *Supportive Environment* and *Collaborative Teachers* . Also upon reflection and from results of our recent Quality Review, our areas of focus lie in the elements of *Rigorous Instruction* and *Effective School Leadership* . In addition, although we continuously obtain *Strong Family and Community Ties* , we will be working on new and innovative ways to improve our community resources to enrich the civic life of the school.

22K254 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	739	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		94.5%
% Free Lunch	54.7%	% Reduced Lunch		9.7%
% Limited English Proficient	16.3%	% Students with Disabilities		10.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		2.7%
% Hispanic or Latino	8.3%	% Asian or Native Hawaiian/Pacific Islander		34.0%
% White	54.3%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.71
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	49.8%	Mathematics Performance at levels 3 & 4		66.8%
Science Performance at levels 3 & 4 (4th Grade)	94.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Based on all ELA and Math data including state assessments and in house benchmarks (F&P), periodic assessments, and PBA’s it is evident that there is a continuous need to increase the percentage of students, especially our SWD’s and ELLs, making at least one year’s progress in ELA. The need for increasing the rigor and critical thinking components of all tasks is necessary. In addition, the instructional cabinet needs to meet regularly and systematically to review trends in data.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of ELL’s and SWD’s will demonstrate progress in ELA and Math as measured by the administration of baseline, interim assessments, and culminating assessments in all literacy and math units of study.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Curriculum designed across all elementary grades in all core subjects will help challenge students' thinking and increase their overall ability to critically think, necessary for college and career readiness.</p>	<p>All students with specific focus on subgroups</p>	<p>September-June 2016</p>	<p>All teachers and administration</p>
<p>English Language Learners and Students with Disabilities will participate in challenging and rigorous tasks with necessary scaffolds appropriately designed for students with special needs and/or ELL's. The math and reading/writing component of units will include explicit instruction with differentiation and special attention to vocabulary and usage, making it accessible to students with limited English language skills.</p>	<p>All students with specific focus on subgroups</p>	<p>September-June 2016</p>	<p>All teachers and administration</p>
<p>Use of technology to infuse rigor in an interactive way to target reading and writing strategies. This includes utilizing the Apple Cohort that was recently brought into the school.</p> <p>Interim assessment testing and analysis of data to improve planning and instruction. Teachers will analyze data in horizontal and vertical teacher teams, as well as in additional professional learning communities.</p> <p>Professional development with a focus on differentiating instruction for all subgroups will be provided on Mondays and Tuesday, during common planning meetings, at lunch and learns, by, subject, vertically and horizontally, and interdisciplinary to ensure rigor is continuously evident in all units of study developed.</p> <p>School leadership supports teacher development by enabling social-emotional support to improve student achievement.</p>	<p>All students with specific focus on subgroups, teachers, and administration</p>	<p>September-June 2016</p>	<p>All teachers and administration</p>

<p>Continued support of our Parent Coordinator in her efforts to promote increased parent involvement in all facets of instruction</p> <p>Welcoming, valuing, and incorporating families and the larger community into the school to add to components to our curriculum by offering an inclusive culture school wide, and building strong partnerships with businesses and community based organizations.</p>	<p>Parents and Parent Coordinator</p>	<p>September-June 2016</p>	<p>All teachers and administration, and parent coordinator</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session funding for revisions of units of study and the creation of school made assessments to target progress in writing</p> <p>Teachers’ programs have been arranged to facilitate common professional learning periods and intervisitation</p> <p>Administration</p> <p>Outside Professional Development</p> <p>Related service supports</p> <p>Extended day intervention courses</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The school will monitor progress through data collection and analysis that specifically targets the sub groups. Administration and Teacher teams will evaluate progress by analyzing data and make necessary instructional decisions and adjustments. The teachers engage in inquiry to determine if the students are moving towards meeting the goal of 75 percent improvement.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Upon reflecting on the most recent specific ADVANCE data across all three school leaders, it is evident that although we have numerous highly effective teachers, there is always room for further growth and enhancements to teacher practices and further norming and calibrating among administration on ADVANCE is necessary to guide future important instructional decisions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will develop a normed and systematic approach to completing all teacher observations and will regularly meet to analyze trends in the ADVANCE data, ultimately making instructional decisions which impact student achievement which will result in the growth of on HEDI rating.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Informal and formal observation/feedback cycles will continue in a timely fashion</p>	<p>Administration</p>	<p>September-June 2016</p>	<p>Administration</p>
<p>Cabinet will meet regularly to improve calibration in ADVANCE and make decisions instructionally (building teacher leaders as well as offering additional supports)</p>	<p>Administration All teachers</p>	<p>September-June 2016</p>	<p>Administration</p>
<p>Principal and/or cabinet will meet with groups of parents regularly to share useful strategies and resources and update them on any curricula changes</p>	<p>Families</p>	<p>September-June 2016</p>	<p>Administration Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session for teachers to plan and deliver instructional PD’s for parents</p> <p>Translation services</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Administration will meet on a weekly basis to review advance observations. In February, the administration will meet to update professional development plans for the teachers to measure the desired goal of growth of one HEDI rating.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Although we currently plan numerous family and community events, upon reflection on our recent Quality Review feedback, it is imperative that we further strengthen this area by hosting various curriculum and instructional based workshops for families to engage in and understand the rigor presented across all content areas.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase parent attendance by 5% in instructional based parent trainings hosted by the school, incorporating information in all subject areas.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Conduct frequent parent workshops around instruction and curriculum, including translation services</p>	<p>Families</p>	<p>September-June 2016</p>	<p>Administration Parent Coordinator</p>

Offer specific strategies for families of ELL's and SWD's, as well as enrichment students, that can help target specific areas in which they can further support their children at home	Families	September-June 2016	Administration Parent Coordinator
Continue forming community partnerships to assist in raising overall student achievement	Families	September-June 2016	Administration Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Translation services											
Parent workshops											
Arts Program											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2016, administration and parent coordinator will calculate if the 5 percent increase in parent attendance workshops. A mid year parent needs assessment will also be conducted to determine the further needs of the parents for increased participation at the workshops..
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Classroom performance Test scores	Guided reading groups Reading conferences one on one with teacher	Small groups One to one with teacher/para	During the school day After school
Mathematics	Classroom performance Test scores	Procedural fluency practice One to one conferencing with teacher	Small groups One to one with teacher/para	During the school day After school
Science	Classroom performance Gr. 4 test scores	Integration into literacy block	Small groups One to one with teacher/para	During the school day
Social Studies	Classroom performance	Integration into literacy block, project based learning	Small groups One to one with teacher/para	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Classroom performance PPT referrals	Guidance services, small group instruction, one to one instruction when needed	Small groups One to one with teacher/para, multi-sensory, hands on approach	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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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 activities and strategies for high quality professional development for teachers, principals, 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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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 to 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.

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>P.S. 254</u>	DBN: <u>22K254</u>
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
Total # of ELLs to be served: <u>45</u>
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: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

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, 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

Part C: Professional Development

- 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

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

Part C: Professional Development

knowledge that is needed to provide the foundation for their listening, speaking, and writing.

Date: 04/27/15

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.

Professional Development workshops from 2 through 6 are conducted at no expense 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 expense 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"> Per session Per diem 	<u>\$10,928.50</u>	<u>30 sessions x 1.75hrs. x 3tchrs. x \$51.51 = \$8,112.80 (Teacher per session)</u> <u>10 sessions x 1.75hrs.x 1tch. x \$51.51= \$901.40 (Teacher per session)</u> <u>1 session x 1hr. x 4tchrs. x \$51.51=\$206.00 (Professional Development)</u> <u>1 session x 1.5hrs. x 2 tchrs. x \$51.51=\$154.50 (Professional Development)</u> <u>1 session x 1.5hrs. x 1 supervisor x \$52.84= \$60.80</u> Parental Engagement: Adult English/Technology classes: <u>10sessions x 1hrs. x 2tchrs. x \$51.51= \$ 1,030.00</u> Testing workshops (ELA/Math, Science, NYSESLAT): <u>3 sessions x1.5hrs. x 2 x 51.51= \$463.00</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	-	N/A
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2,921.50</u>	<u>Books,</u> <u>Notebooks,</u> <u>Folders,</u> <u>Markers</u> <u>Pencils</u> <u>Charts</u> <u>Copy paper</u>
Educational Software (Object Code 199)	_____	N/A
Travel	_____	N/A
Other	<u>\$250</u>	<u>\$250. Parent engagement</u>
TOTAL	_____	<u>14,100.00</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Linda Alhonote	Assistant Principal Kerri Moser and Lisa Davino
Coach Jean Hunt-Heller (Math)	Coach type here
ENL (English as a New Language)/Bilingual Teacher Valerie Galpert	School Counselor Henry Ahearn
Teacher/Subject Area Sherry Goldberg (ESL)	Parent Christine Corrar
Teacher/Subject Area type here	Parent Coordinator Karen Tam
Related-Service Provider Mariellen Finn	Borough Field Support Center Staff Member type here
Superintendent Julia Bove	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	2	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	728	Total number of ELLs	122	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" 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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	121	Newcomers (ELLs receiving service 0-3 years)	120	ELL Students with Disabilities	17
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	120	0	16	1	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0																			

* EP=English proficient student

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
TOTAL	0									

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	6	5	3	2	1	0								0
Chinese	12	9	4	1	1	1								0
Russian	17	9	5	3	2	3								0
Bengali	0	0	0	0	0	0								0
Urdu	3	0	3	0	0	0								0
Arabic	1	3	1	0	1	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	9	5	7	0	3	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	14	4	6	2	3	1								0
Emerging (Low Intermediate)	6	5	3	0	1	0								0
Transitioning (High Intermediate)	13	6	3	0	0	2								0
Expanding (Advanced)	15	16	11	4	4	3								0
Commanding (Proficient)	0	21	24	22	5	7								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	21	24	22	5	8								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	4	2	0	0
4	4	4	2	0	0
5	2	5	1	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	1	3	1	1	0	4	0	0
4	2	0	3	0	4	0	0	1	0
5	1	0	3	2	4	1	1	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	2	0	5	0	4	1	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess early literacy skills for our ELLs, the Fountas and Pinnell Benchmark Assessment Tool Kit and Primary Literacy Assessment are used to analyze the individual student's skills in Decoding, Reading Comprehension, Writing and Fluency. We also utilize running records, classroom observations, written work, interim assessments, results of NYSITELL and NYSESLAT, and in class grade level assessments. In addition for students in grades 3-5, results of the ELA 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, they need support in vocabulary development and reading comprehension in content areas. Our ENL teachers provide these services during ENL and Integrated instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data shows that our ELLs need additional support in vocabulary development as well as comprehension in the content areas. As a result, our ELL program is designed to meet the various needs and support the strengths both in vocabulary acquisition and conceptual development. ELL teachers use student performance data to plan instruction and differentiate teaching strategies to meet the needs of each ELL student, during ENL and Integrated instruction as well as during our Title III after school program.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO 1 status formula is not available. According to the AMAO 2 report, 49.14% of ELL students attained proficiency on the NYSESLAT. According to the AMAO 3 report, 5 students made Adequate Yearly Progress (AYP) in ELA and 16 students made AYP in Math, for grades 3-5.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The majority of our ENL students scored at levels at 2 and 3 (13 students at level 2, 5 students at level 3) on NYS ELA test. Nine students scored at level 2 and 9 students scored at level 3 on the NYS Math test. Twelve students took the NYS fourth grade Science test. Two scored at level 2, 5 scored at level 3, and 5 scored at level 4 (one took the test in HL).

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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 NYSITELL tests are used when placing ELL students into flexible groups in order to differentiate instruction and to provide intensive academic support as well as intervention strategies. ENL and classroom teachers use the 5 Key Characteristics of Strong Tier 1 Instruction for ELLs. They emphasize oral and written language development, build word reading and spelling skills in context. Students' fluency is increased by helping students read with ease, expression, and not to race through reading. Reading comprehension instruction is done through content area instruction. 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 student's new 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, NYSITELL 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 when needed. Students are also grouped for instruction with other students who speak the same language, as appropriate. Teachers are provided with materials and strategies during official Professional Development sessions and at individual articulation times with ESL teachers.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Currently there are no dual language programs at our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our ESL program is measured by the NYS test results including ELA, Math, Science and NYSESLAT. The results for 2015 tests will not be available until July.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
ELL student identification begins at registration. Eligibility for NYSITELL 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 (NYSITELL). 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 NYSITELL testing. All Spanish speaking ELLs are administered the Spanish LAB to determine language dominance. All information is distributed to parents of ELL/FELL students and is translated into as many languages as possible. All the steps of identification and placement above is completed within the 10 days of resitration.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
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 ESL instruction that would meet their individual needs as per their assessments. They would also be invited to the Title III after-school program. Procedure for evaluation of SIFE students will be completed within the 30 days as required.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
When newly enrolled students with IEPs enter our school, the LPT members, (Mariellen Finn, Sherry Goldberg, and Valerie Galpert, Ms. A), interview the parents and administer the Home Language Identification Survey to determine the students' home language as part of the general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language (when applicable). The LPT reviews evidence of the student's English language development. Based on the evidence, the LPT makes a determination whether or not the student may have second language acquisition needs or whether the student's disability is the determining factor in his/her proficiency. If the LPT recommends that the student take the NYSITELL, ELL identification process continues as with all the students. Once ESL eligibility is determined, students with disabilities receive accommodations and response to intervention (RTI) approaches as indicated. The parents can accept or reject the LPT recommendations within 20 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
--After the NYSITELL and the Spanish LAB-R (if applicable) are administered and analyzed, the ESL teachers ensure that all parents receive Entitlement letters in English and in their 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) 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 continued 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 NYSITELL or NYSESLAT, receive non-entitlement letters. Copies of the notification letters are kept on file in the ESL office.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Entitlement / non-entitlement letters are sent to the parents within 5 school days letting the parents know the results and that they have the right to appeal the ELL status within 45 days of enrollment. Letters are sent home in parents' preferred languages by the ENL coordinator, ESL teachers and the Family Worker. Copies of all correspondence with parents are kept on file in the ESL office.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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, when 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. If the parents do not respond or attend any of the orientations, then a letter informing them that the Bilingual program is the default placement when a parent survey is not returned.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- 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. Copies of parent ELL notification and letters are kept in students' cumulative folders.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our ESL teachers, the Parent Coordinator and Family Worker keep track of all the returned documents, and insure that all parents are contacted and individual meetings are set up to collect the Parent Surveys and Program Selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed.

--After the NYSITELL and the Spanish LAB-R (if applicable)are 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) 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 continued 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 NYSITELL or NYSESLAT, receive non-entitlement letters. Copies of the notification letters are kept on file in the ESL office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All returned tear-offs returned to the school are attached to the copy of the original entitlement/non-entitlement letters and kept in the ESL office along with copies of HLIS, Parent Survey and Selection Form letters. The original documents are kept in student's cumulative records.
11. 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 NYSITELL. 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, reading and writing subtests of the test are administered on three continuous days to groups in appropriate grades. Records are kept as each student is tested. Absent students are tested when they return during the NYSESLAT testing period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ESL teachers notify parents of ELLs with continued entitlement (based on the NYSESLAT results) 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 continued entitlement. The returned tear-off is attached to the copy of the letter and kept on file in the ESL office. This distribution of continued entitlement and transitional support parent notification letters takes place in September, as soon as the NYSESLAT results become available.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

For the past few years, an overwhelming majority of our incoming ELL parents have indicated their desire for a Freestanding ESL program. In September, we will be able to provide more specific data after completing our Orientation for the new ELL parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - Within our Freestanding ESL Program instruction is provided by push-in, pull-out and self-contained classes for grades K-5. Entering and Emerging ELLs in grades K and 1 are serviced in self-contained classes. Students who are in enrichment/ICT 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.
 - Our program models include both heterogeneous and homogeneous grouping. Our newcomer ELLs are homogeneously 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' needs. By effectively grouping students, we maximize the use of instructional time during the regular school day. Our programming and instruction are based on the ages, grade curriculum and interests.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students in our freestanding ESL program receive all instruction in English. Students at Transitional and Expanding levels receive 180 minutes of ESL per week. Students at Entering and Emerging levels 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 core content is delivered in each program model. 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 aligned 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, translated 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.
 - Students are paired up with other children who speak their home language to give support in content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - 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 be assessed by ENL and classroom teachers to determine the type of differentiated

instruction necessary to help the child progress. In addition the student would be invited to attend our Title III afterschool program. They would also receive small group instruction that would utilize item analysis to target their individual needs as per their assessments.

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 NYSITELL 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 Title III afterschool program.

e. Teachers are provided with a list of 1 and 2 year FELLs, so that they can differentiate instruction for these students. These Former ELL students also participate in the ESL program and Title III afterschool program. They still receive testing modifications as per New York City Standards.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Currently there are no children who need re-identification in our school. In the event that there will be a student needing re-identification, we will follow the re-identification process outlined in the ELL Policy and Reference Guide.

8. 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.

--Special education 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

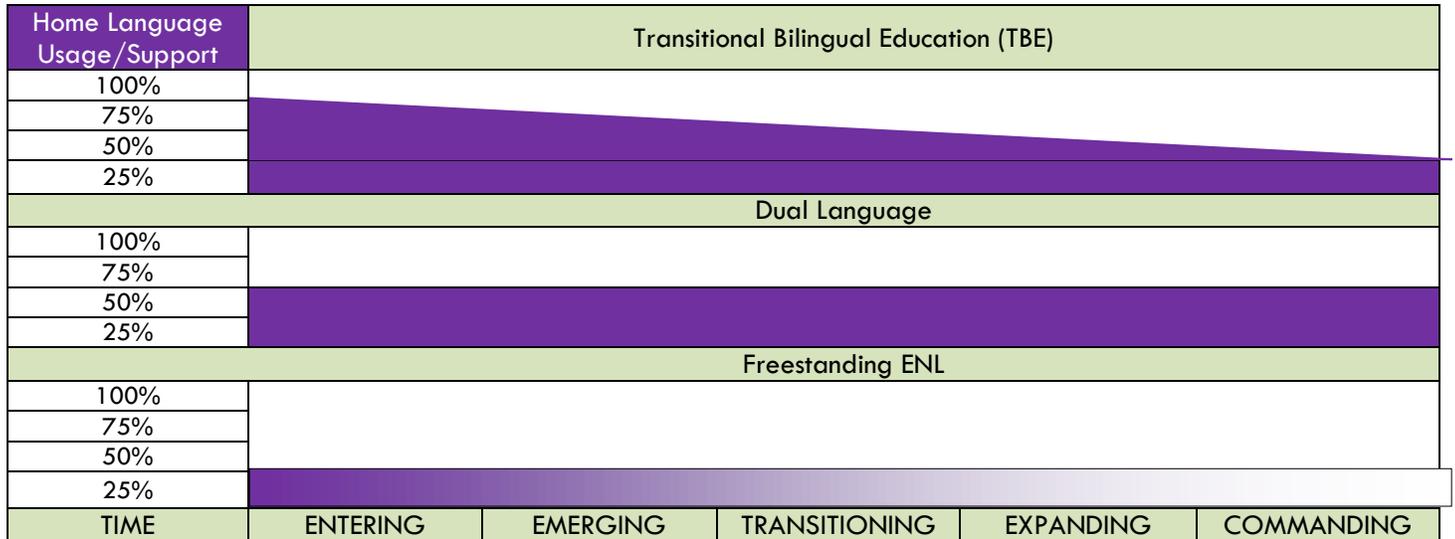


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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: Rtl and Title III afterschool program. 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, whenever necessary.
11. 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 results for Fountas and Pinnell. The results indicate that our ELL students are making continuous progress. We analyzed the data from the NYS ELA, Math, and science tests results. The data indicates that the majority of ELLs scored at level 2 and 3 on the ELA. (13 students at level 2, 5 at level 3). On the NYS Math exam, (12 at level 2; 10 at level 3; and 6 at level 4). Five students took the math test in their home language. Out of 12 students who took the NYS Science test, 2 scored at level 2, 5 at level 3, and 5 at level 4. One student took the test in his home language. In addition, we have no long term ELLs at P.S. 254.

In September, the classroom teachers are giving a list of their ENL students by the ESL teachers. They meet regularly to discuss their assessments and progress. Fountas and Pinnell, Running records, tracking sheets are kept and closely monitored every 6 weeks by classroom teachers, ENL teachers, and administrators.
12. What new programs or improvements will be considered for the upcoming school year?

Our schools has been using two new Common Core aligned programs - Ready Gen for ELA and Go Math for Mathematics successfully. We're fortunate to be able to keep our existing Title III Afterschool program. We will continue to offer Title III to all ELLs and FELLs in grades 2, 3, 4 and 5. Instruction will be aligned to the Common Core State Standards.
13. What programs/services for ELLs will be discontinued and why?

We are not planning to discontinue any programs/services for our ELLs/FELLs at this time.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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, MyOn reading through technology reading, Rosetta Stone, Starfall.com programs (for newcomers), and other resources for research and on-going projects. We also incorporate alternate text sets for ELLs such as Language Literacy, and Vocabulary and Ladders reading program from National Geographic. These programs provide students with grade level content on varying reading levels.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Newcomers are "buddied" up with students who speak their home 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 home languages. 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.
17. Explain how the school ensures all required services/resources support and 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 and students are grouped based on proficiency levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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. As of June 1, 2015, all in-coming as well as in-

house Pre-kindergarden students are identified and tested using the NYSITELL (if elligible) for English language proficiency.

19. What language electives are offered to ELLs?

Currently there are no Lanugage electives offered to any students at P.S. 254.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: 1. ELL teachers attend professional development workshops provided by OELL and LOTE as well as staff development by Math coaches in school and network. All staff, including classroom teachers, ESL teacher, administration, etc., participate in the minimum fifteen percent (15%) of the ESL Professional Development hours prescribed by CR Part 154. These professional developments are dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. Our ESL staff attend outside PDs appropriate for each grade and professional level. They do turn-key training for the school staff on writing and questioning strategies, and content area vocabulary. Our tentative schedule is as follows:
September: ELL Identification and Placement
October: ELL Data Analysis; Strategies for Language Acquisition
November: Scaffolding ReadyGen to Meet the Needs of our ELLs and incorporating ESL strategies into unit planning
December: Scaffolding GoMath to Meet the Needs of our ELLs and addressing challenges for ELLs in other Content areas
January: How to Pick Vocabulary Words to Teach and Using Graphic Organizers; strategies for comprehension and increasing vocabulary helpful during writing workshop
March: Getting Ready for the NYSESLAT: supporting ELL achievement- Oral Language unpacked, strategies to unpack text complexity
April: DOK for ELLs
June: Fast Forward: Planning for September
Agendas and attendance are kept in a binder on record in the main office.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
2 & 4 As mandated by Jose P., we provide professional development to the entire school staff, including teachers, paraprofessionals, administration, SBST members, etc. Our ESL Teachers/Coordinators and our Network Achievement Coach provide the mandatory 15% of ESL training for general education teachers and Special Education teachers. These professional developments are delivered during Professional Developments on Mondays, 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; Instructional strategies and methodologies for entering (newcomer) level ELLs .
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Please see number 2 above

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
 - Our school highly values parent and community involvement, and takes active steps to ensure that both are part of the school's culture. All parents, including the parents of ELL students, are invited to attend all school events and meetings. Translators are available at all school events. The Parent Teacher Association is very active in many fundraising activities for our school: Book Fair, Holiday Boutique, Mother's Day Plant Sale, Annual dance, Octoberfest , Winter/Spring Concert, etc. ELL parents are active volunteers in our school community, including the Studio in a School art program and the above events.
 - The Parent Coordinator has ongoing workshops for Kindergarten and Middle school parents, CPR for parents, as well as other workshops throughout the year. She provides community resources and information (for free or at low coast) to cultural programs for all the parents including the ELL parents.
 - As per Title III budget we offer orientation sessions and content area workshops for parents throughout the school year.
 - Test preparation workshops before the ELA, Math, Science, and NYSESLAT tests.
 - ESL and Technology classes.
 - As per the new ELL Policy and Reference Guide for 2015-2016, our school will provide individual meetings with parents during Parent Engagement time on Tuesdays and other mutually agreeable times throughout the year. Parents will be informed about the goals of the program, language development progress of their children, language proficiency assessment results, and language development needs in all content areas. Interpreters are provided at all school events and meetings.

Attendance records from all meetings, in person meetings, orientation, Technology/ESL classes, ELA/Math, Science, and NYSESLAT workshops are kept in the ESL office. Records of Parent/Teacher Conferences are kept in the main office.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response here: -- Our school highly values parent and community involvement, and takes active steps to ensure that both are part of the school's culture. All parents, including the parents of ELL students, are invited to attend all school events and meetings. Translators are available at all school events. The Parent Teacher Association is very active in many fundraising activities for our school: Book Fair, Holiday Boutique, Mother's Day Plant Sale, Annual dance, Octoberfest , Winter/Spring Concert, etc. ELL parents are active volunteers in our school community, including the Studio in a School art program and the above events.

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Attendance records from all meetings, in person meetings, orientation, Technology/ESL classes, ELA/Math, Science, and NYSESLAT workshops are kept in the ESL office. Records of Parent/Teacher Conferences are kept in the main office.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

At this time our school does not partner with any agency.
5. How do you evaluate the needs of the parents?

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.
6. How do your parental involvement activities address the needs of the parents?

The parents are invited to participate in regularly scheduled workshops before the ELA, Math, Science and NYSESLAT test. Interpreters are provided to meet parents' translation needs. The parent coordinator attends these workshops to provide parents with additional information about school and neighborhood services.

D. Additional Information

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

Paste response here:

School Name: 254

School DBN: 22K254

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Alhonote	Principal		6/26/15
Kerri Moser, Lisa Davino	Assistant Principal		6/26/15
Karen Tam	Parent Coordinator		6/26/15
Valerie Galpert	ENL/Bilingual Teacher		6/26/15
Christine Corrar	Parent		6/26/15
Sherry Goldberg	Teacher/Subject Area		6/26/15
	Teacher/Subject Area		1/1/01
Jean Hunt-Heller	Coach		6/26/15
	Coach		1/1/01
Henry Ahearn	School Counselor		6/26/15
Julia Bove	Superintendent		6/26/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K254**

School Name: **The Dag Hammarskjold School**

Superintendent: **Julia Bove**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 Parent 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 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 the language they would like to receive notices. The data from the ATS, RAPL report as well as the NYC Department of Education School Survey are used to assess the need for oral and written translation and interpretation. 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 speakers.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on the data from the Home Language Identification Surveys, the RAPL report, the blue Emergency Contact cards, and Needs Assessment Survey our parents prefer oral or written

communication in the following languages: Chinese (Cantonese/Mandarin), Russian, Spanish, Arabic, Turkish, Georgian, Urdu, Uzbek, Tadjik, Ukranian, Azerbaijani, Hebrew, Armanian, Bulgarian, and Polish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Every year our school translates and distributes to families documents that contain critical information about educational programs and services. The following documents are distributed at the beginning of the year: Student conduct contracts, parent-teacher conference announcements, ESL Entitlement/ Non-Entitlement letters, Continued Entitlement letters, orientation notices for new ELLs. Other notices are translated and disseminated throughout the year are as follows: Title III Afterschool program notification, Art afterschool program notification, NYSESLAT Orientation , ELA/Math, Science workshop notices, ESL classes for Adults as part of Title III program, summer school letters, promotion letters. There are many activities scheduled throughout the school year by our very active Parent Association and the Parent Coordinator. Some of the activities are: October fest, Community events, Curriculum Night (September and May), Family Art Night, Field Day, Science Expo, Mother's Day plant sale, Book fair, Kindergarten Family Fair, Chorus performances, Stepping up ceremonies for Kindergarten and Pre-Kindergarten classes, 5th grade Graduation. Notices about these events are translated by our in-house translation/interpretation team and distributed to parents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the school year there are many face-to-face meetings with parents when the service of interpreters/translators is needed: at registration, orientation, Parent Association meetings, parent workshops, Parent/Teacher Conferences, individual Parent/Teacher Conferences. Each Tuesday, teachers contact and meet with parents regarding their child's progress or other matters, utilizing the in-house interpreters and translators.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Based on the data collected from all the documentations (Needs Assessment Survey, Blue Cards, HLIS, RALP report), 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. We will contact the Interpretation/Translation Unit when the need arises.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation is provided by our in-house translation team and parent volunteers during restration 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 over-the-phone interpretation services as the need arises.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During staff meetings and Professional Development workshops, the ESL teacher/coordinator will inform the entire school staff about the availability of the in-house interpretation/translation team as well as the Translation and Interpretation Unit service and provide them with the the number to the Unit. The teachers are strongly encouraged to use these services whenever communicating with parents.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In order to fulfill parental notification requirements for translation and interpretation services as per Chancellor's Regulation A-663, our school displays the Welcome Poster, Parent's Bill of Rights, Parents Guide to Language Access, and the Language ID Guide at the security desk and the main office. We have determined, using the data from Home Language Identification Survey, the RAPL report from the ATS, the Blue Emergency Contact card, and the Needs Assessment Survey that there is 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) Annual School Based Support meetings with parents
- h) 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 at the entrance and in the main office informing parents of the availability of translation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from parents on the quality and availability of translation and interpretation services, our school used the NYC Department of Education School Survey. According to the Survey, 99% of the parents strongly agree/agree that we communicate with them in a language that they can understand. Parents also indicated that our school makes it easy for parents to attend meetings by holding them at different times of the day and providing interpreters. Our school communicates effectively with parents about their child's progress 91% of the time.

It is important to note that with the availability of interpretation and translation services, we believe that parent involvement, understanding and participation in various school programs, events and workshops 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 when needed.