

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**27Q254**

**School Name:**

**P.S. 254 - THE ROSA PARKS SCHOOL**

**Principal:**

**NAOMI DROUILLARD**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Rosa Parks School School Number (DBN): 27Q254  
Grades Served: PreK - 5  
School Address: 84-40 101 Street, Richmond Hill, NY 11418  
Phone Number: 718-520-7878 Fax: 718-520-7879  
School Contact Person: Naomi Drouillard Email Address: ndrouil@schools.nyc.gov  
Principal: Naomi Drouillard  
UFT Chapter Leader: Adam Osman  
Parents' Association President: Christina Heerey  
SLT Chairperson: Sherma Feggins  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Christina Heerey  
Student Representative(s): N/A

**District Information**

District: 27 Superintendent: Ms. Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Blvd. Ozone Park, NY 11416  
Superintendent's Email Address: mbarton@schools.nyc.gov  
Phone Number: 718-642-5800 Fax: 718-642-5705

**Borough Field Support Center (BFSC)**

BFSC: Queens East Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd., Ozone Park, NY 11416  
Director's Email Address: Mwilks@schools.nyc.gov  
Phone Number: 917-520-6743 Fax: 718-642-5705

## 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)
Naomi Drouillard	*Principal or Designee	
Adam Osman	*UFT Chapter Leader or Designee	
Christina Heerey	*PA/PTA President or Designated Co-President	
Monserrate Rivera	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	
Pamela Markham	Member/ CSA	
Heather Sosnovsky	Member/ CSA	
Sherma Feggins	Member/UFT	
Simone Gray	Member/ UFT	
Carlos Urgiles	Member/ PA	
Dawn Geloso	Member/ PA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lorena Hocobono	Member/PA	
Araceli Carrillo	Member/ PA	
Maria Castaneda	Member/PA	
Sheila Daneshwar	Member/PA	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

### **The Rosa Parks School**

P.S. 254Q is located in the Richmond Hill section of Queens, New York. Our administration, faculty, support staff, parents and community all collaborate to make certain that our students are provided with a standards-based curriculum and rich experiences. This commitment is systemic throughout our community. Our main objective is to develop life-long learners and productive citizens.

In 2007, P.S. 254Q had the privilege of being named after one of the most prolific and courageous American heroes, Rosa Parks. Rosa Parks' bravery caused the Supreme Court to change unjust laws. The students are taught lessons about this valiant woman and are encouraged to emulate her character traits.

The diversity of the student population and our academic excellence are what makes P. S. 254Q a unique and extraordinary school community. Twenty languages are spoken here. 85% of the students are from families who are bilingual and 9% of our population is English Language Learners (ELLs). 72% of our students are Hispanic. 6% of our students are Students with Disabilities (SWDs).

Although about 90 percent of our students are Title I eligible, data from the 2014 NYS exams shows a 7.8% increase in achievement for students who scored a 3 or 4 on the English Language Arts exam and 10.7% increase in achievement for students who scored a 3 or 4 on the Math exam.

Our curriculum, ReadyGen, Go Math, Houghton Mifflin Science and Social Studies are research and standards-based and multi-culturally inclusive. Instruction and learning are assessed on a continual basis. It is presented in an exciting, differentiated, and challenging way. The gifted are challenged, the average are inspired, and those in need of extra help are fully serviced. Proven educational methodologies and practices are integrated and delivered by our many programs. The Rosa Parks School has developed an environment where the students want to learn, the teachers want to teach and the community and parents are active stakeholders.

Our teachers are observed formally and informally on a systematic basis. They are provided with timely and meaningful feedback. Through our observations we see our students engaging in challenging tasks, having rich conversations, using problem solving skills and applying their newly acquired knowledge to the real world.

We make a concerted effort to ensure that each day is a positive experience for our students. Students' work is displayed throughout the school and celebrated for its merits. This safe, orderly, and nurturing educational environment allows all students to enhance their unique talents and individual attributes. Parental involvement and community-based partnerships enhance P.S. 254Q's ability to develop students who are problem solvers, critical and independent thinkers, and productive citizens who will be able to meet the challenges of the

21<sup>st</sup> century.

Our Academic Intervention Services (AIS) are evident throughout the school. Studies have shown that students progress more when the student/teacher ratio is decreased. This is the philosophy that is a driving force here. To this end, each day during guided reading and/or mathematics, every classroom has an AIS provider who co-teaches the lesson. After the

whole group instruction, the teacher and the AIS provider facilitate guided reading/mathematics groups. AIS providers differentiate instruction and help increase understanding and practice in the content, enhance motivation, and generate greater student involvement. In addition, because of the two teachers in the classrooms, students (including the ELLs, SWD, gifted) are provided with guided reading instruction using multiple entry points.

P.S. 254Q provides block scheduling for all grades. This allows all teachers in each grade to plan together on a daily basis. Common goals, clear objectives and good teaching strategies are shared in order to make certain that the whole child is developed. Prior to meeting, the team leader works with the administration and staff developers to set an agenda. Topics of discussion are agreed upon by those in each grade based on the data collected from the week's instruction, and are set by administration and the team leaders. During common planning, teachers analyze students' work to identify trends, areas of strengths and areas in need of improvement. The educators will then design change strategies that will help promote student achievement. Finally, the principal's cabinet, which includes administrators, AIS providers, staff developers, ENL/ESL teachers, SWD providers and team leaders, meet to review data and set school-wide goals.

Professional Learning Communities (PLCs) are a norm in P.S. 254Q. We meet every Monday and Tuesday afternoons to strategize good teaching practices. Teachers are dedicated to continually enhancing and building upon their professional skills. They are provided with numerous opportunities to acquire the knowledge and skills needed to instruct and prepare our students to be ready for this ever-changing world.

The P.S. 254Q educational community has a high regard for the implementation of a standards-based curriculum and programs that are exciting, challenging, and supportive. There is intentional collaboration between all members of the school community. The combination of all of these aspects ensures that the students of The Rosa Parks School receive an optimal education.

Public School 254Q is the proud recipient of several grants. First, we received the 21st Century Grant for three consecutive years, from 2012 until 2016. Presently, this grant is in its second year of operation. This grant provides academic, as well as a multitude of arts enrichment, during school and afterschool. It provides for a standards-based program designed to enrich our art, music, character education, math, and literacy platforms at our school. During the school day, teaching artists from Urban Arts Partnership in conjunction with the 21st Century Grant

integrate math with music, English Language Arts and with performing arts for all first and second graders. After school, clubs, such as, African Bells, Aspiring Artists, Capoeira, etc., are provided for students in grades 3 to 5 to experience a variety of cultural activities.

We are also the recipient of a CASA grant . City Councilman, Eric Ulrich, recommended our school. We partnered with the Queens Botanical Garden (QBG) to provide high quality experiences for our students. The goal of this grant is to develop our students, parents and teachers into horticultural experts. The QBG sessions will offer us the opportunity to learn together, experience together, and create together. Botanists from QBG will work with our teachers, parents, and students to grow creativity, people, and, yes, gardens too.

We have been participating with New York City Food Bank's CookShop program for six years. CookShop teaches students and their families how to make healthy food choices and live active lifestyles. Our agricultural and nutrition grants deliver innovative and interactive approaches to bring the world of plants and nutrition to our teachers and students in fun and exciting ways.

We are now in our third year of being the recipient of a Disney Grant. The Disney Grant has given us valuable opportunities to provide our students with theatre education. This grant gives our students' access to The Arts in ways that our school may not have been able to provide without it. This year our 5<sup>th</sup> grade students performed, Cinderella.

The element of the Framework for Great Schools in which our school has made the most progress is:

\*Supportive Environment,

\*Collaborative Teachers,

\*Effective School Leadership, and

\*Strong Family-Community Ties

Our key area of focus will be providing a Rigorous Instruction to our students, especially to our SWD and ELL. Our needs assessments, goals and action plans clearly describe the strategies that we will focus on, to ensure that Rigorous Instruction is intentionally provided to our students.

Our vision for the 2015-2016 is to ensure that each and every student not only achieves, but also makes progress. We will continue to analyze student work and data. We will share instructional strategies and implement change strategies, if necessary. We will follow-up and share whether or not the strategies used were successful. We also look forward to fine tuning our looking at student work protocol, ORID (Objective, Reflective, Interpretive, Decision levels) Focused Conversation.

## 27Q254 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	660	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		74.9%	% Attendance Rate	94.0%
% Free Lunch		76.3%	% Reduced Lunch	10.7%
% Limited English Proficient		6.3%	% Students with Disabilities	14.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	7.0%
% Hispanic or Latino		73.1%	% Asian or Native Hawaiian/Pacific Islander	11.9%
% White		7.0%	% Multi-Racial	0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	4.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	4.51
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		40.8%	Mathematics Performance at levels 3 & 4	71.1%
Science Performance at levels 3 & 4 (4th Grade)		98.0%	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		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
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		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
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		YES	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		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.

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, Fountas & Pinnell and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance tasks we found our students have been making considerable progress. Data from the NYS exams shows an 7.8% increase in achievement for students who scored a 3 or 4 on the English Language Arts exam from 2013 to 2014 and a 10.7% increase in achievement for students who scored a 3 or 4 on the Math exam from 2013-2014.

Based on this data, there is a continued need to ensure that students are engaged, questioning and discussions in classrooms are rigorous and curriculum design is coherent in all subjects. Rigorous instruction should be accessible to all learners, including, ELLs, SWDs and the gifted, and aligned to Common Core Learning Standards and/or content standards.

### 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, all teachers will improve their higher order questioning techniques using Depth of Knowledge (DOK) and Bloom’s Taxonomy, which will result in students making a 2 level increase on the Fountas and Pinnell benchmark assessment, and a 3% increase on the New York State Mathematics Assessment.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Our Professional Learning Community will focus on — Danielson 3b – questioning and discussion techniques.</p> <p>Teachers will utilize Webb’s Depth of Knowledge (DOK) levels and Bloom’s Taxonomy Levels to create questions that will engage students in high level discourse and teach students to formulate questions their own questions.</p> <p>Teachers will utilize the researched based instructional program ReadyGen's Team Talk and Text Based Conversation and Go Math's Higher Order Thinking questions to engage students in conversation and metacognition.</p> <p>Cluster teachers will emphasize critical thinking, reading and writing skills in order to promote and reinforce a school wide focus on questioning and discussion techniques.</p> <p>Teachers will ensure that students will develop important decision-making, critical thinking, technological skills; they will develop the ability to engage in high level discourse in all content areas. Students will be able to ask, answer and challenge each other’s questions.</p> <p>Teachers will ensure that students will make decisions, lead discussions, and trust that their opinions and input will be useful – Student centered classrooms aligning with the Danielson Rubric</p>	<p>All teachers; All students, K-5 including ELLs and SWD</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, and all pedagogical staff.</p>

<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups are:</p> <ul style="list-style-type: none"> <li>• AIS small group instruction, before &amp; after school programs for Level 1 and 2 students, push-in/pull-out SETSS, and ESL program conducted by certified SETSS and ELL teachers to address higher order thinking, questioning and discussion</li> <li>• The use of push in at-risk teachers will lower the teacher-pupil ratio, and will be used to develop pupil literacy/math conversations skills in small groups.</li> <li>• A Special Education IEP teacher will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates and adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.</li> <li>• Students placed in an EL (English as a Second Language) Program will receive instruction in English using intensive ESL methodology to address higher order thinking, questioning and discussion</li> </ul>	<p>SWD students, ELLs, Level 1 &amp; 2 students, lowest 1/3</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, AIS teachers, ELL teacher, IEP/SETSS teacher</p>
<p>Strategies to engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their children at home:</p> <ul style="list-style-type: none"> <li>• Parent Book of the Month workshops – comprehension strategies, questions parents can ask at home and engaging their children in discussion</li> <li>• Parent Association Meetings</li> <li>• School Leadership Meetings</li> <li>• 21st Century Parent Workshop</li> <li>• Pre-K Learning Through Play Workshops</li> <li>• ELA, Mathematics and Science Test Preparation Workshops</li> <li>• Common Core Learning Standards Workshops</li> <li>• ENL parent workshops - to communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, and parents' capacity to improve their children's achievement</li> </ul>	<p>Parents, teachers, students, administrators</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, assistant principals, parent coordinator, teachers</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.

The resources we will use include:

- Administrators, Teachers, Parents, Parent Coordinator, ELL teacher, Guidance counselor
- Go Math!, ReadyGen, Houghton Mifflin Harcourt Social Studies, Harcourt Science
- Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.
- Technological support and Internet based programs

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E	X	21 <sup>st</sup> 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.

By February, 2016 students will move 1 level in Fountas and Pinnell benchmark assessment and a 1.5% increase on Go Math! mid-year assessments. Growth will be measured against the beginning of the year assessments.

On-going progress will be monitored by administrators through observations, looking at student work and lesson plans. Formal and Informal observations will show an increase in high levels of student participation, effective use of student responses and ideas, enthusiastic student discussions, tasks that are challenging, etc.

**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 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.

A data-driven approach is used to improve all students' performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis.

Data for English Language Learners (ELLs) was taken from multiple measures, such as, NYS assessment results, Fountas and Pinnell and school benchmark tests, teacher-made and grade level unit tests, student portfolios, and overall classroom performance. In 2013, 33.3% of our ELL population scored 3 or 4, and in 2014, 25.0% of our ELLs scored 3 or 4 on NYS ELA exam. Based on this data-driven approach, we noted that ELLs’ scores on the NYS ELA exam decreased by 8.3% during this time frame. In 2013, 27.0% of our ELLs scored 3 or 4 on the NYS Mathematics exam, and in 2014, 44.4% of our ELLs scored 3 or 4. This showed a 17.4% increase for the two school years – 2013 and 2014.

Based on the data from these results, there is a need to improve the overall classroom performance of the ELLs. Therefore, multiple entry points will be used to establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. There is a continued need to ensure engaging, rigorous, and coherent curricula in all subject areas, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

### 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.

By June 2016, all teachers of English Language Learners will attend 8 professional development sessions to acquire strategies that will lead to ELL students making a 3% increase in performance on the New York State Mathematics Assessment.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Research-based instructional programs, professional development, and systems to impact change include:</p> <ul style="list-style-type: none"> <li>• Teachers will use Fountas and Pinnell benchmark assessments and other assessments to place students in data-driven guided reading groups. Students will be aware of and able to articulate their individual reading goals.</li> <li>• Fountas and Pinnell benchmark assessment will be given 3x a year.</li> <li>• Teachers will engage students in higher order questioning techniques through the use of the Depth of Knowledge (DOK) matrix.</li> <li>• Teachers will carefully teach the students the required steps needed to achieve their goals.</li> <li>• Teachers will meet in grade level and vertical teams to review and gather data from assessments using ORID matrix</li> <li>• Unit tests will be given every 8 weeks to monitor students' progress.</li> <li>• Utilization of a balanced literacy research based reading program (e.g., ReadyGen, In Step Readers for ELLs, Treasures, English Language Learners, Go Math!) to align to the CCLS.</li> <li>• Vocabulary links for English Language Development</li> <li>• ReadyGen Phonics K to third grade will be utilized for all populations.</li> <li>• AIS providers who specialize in proven early intervention methodologies will be assigned to push into the classrooms to</li> </ul>	<p>All K – 5 ELLs</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team Leaders, all pedagogical staff</p>

<p>provide appropriately challenging tasks to support these students.</p> <ul style="list-style-type: none"> <li>• RTI/AIS small group instruction, before &amp; after school programs, push-in/pull-out Special Education Teacher Support Services, at risk Speech and Language services and ELL program are conducted by certified SETSS, Speech Therapists and ELL teacher</li> <li>• ELL students in all grades will engage in the appropriate instructional math activities for their grade.</li> <li>• Technology support for Internet based programs that target analysis of student needs and strategic improvement is used:  Imagine Learning English, Brainpop, myON, Smarty Ants, Mathletics, and Starfall.</li> <li>• Professional development on—Danielson 3b-questioning and discussion techniques.</li> <li>• Our teachers will receive ESL training on a monthly basis in the use of ELL strategies in all curriculum areas.</li> <li>• Academic support personnel will fully support this instruction. The professional development team will provide professional development focusing on sound practices concerning early childhood education and early academic interventions (via class demonstrations, co-teaching, workshops, and text-based discussions) for all teachers, in the area of ELA instruction, including data interpretation and the differentiation of instruction.</li> </ul>			
<p>Strategies will be used to address the needs of our ELLs, SWD and other high-need subgroups:</p> <ul style="list-style-type: none"> <li>• AIS providers will be used to lower the teacher- student ratio, and will be used to develop students' literacy/math skills in small groups.</li> <li>• ELL teacher will use push-in/pull-out model</li> <li>• Students will be engaged in many group activities and a strong literacy and language program which are directly related to all curriculum areas</li> <li>• Before and after school programs to develop language skills that assist ELLs to function effectively in their regular classrooms.</li> <li>• All ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.</li> </ul>	All PreK – 5, ELLs, SWD	September, 2015 to June, 2016	Principal, Assistant Principals, Team Leaders, all pedagogical staff

<ul style="list-style-type: none"> <li>• All ELLs will be encouraged to attend before and after school programs. Before and after school programs will develop language skills that assist ELLs to function effectively in their regular classrooms</li> <li>• ELL teachers will service all ELLs as required under CR Part 154 regulations and guidelines.</li> <li>• The school has two Pre-K classes that focus on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.</li> <li>• Direct instruction and high quality professional development will have a positive and lasting impact on the teachers' performance in classrooms.</li> </ul>			
<p>To engage families and support their understanding of Supportive Environment:</p> <ul style="list-style-type: none"> <li>• The school will reach out to provide parents with information about school programs and student progress. This will include workshops, parent orientation, phone calls, parent conferences, curriculum night, the school website (eChalk), etc. Communication will be in a form that families find understandable and useful.</li> <li>• With the guidance and support of the school, family members can assist their children with homework and other school related projects and activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, poetry reading and writing, etc.)</li> <li>• Title I Parent meetings</li> <li>• School publications (e.g., pamphlets, school calendar, newsletters, and letters to parents, eChalk) will be used to apprise parents of important upcoming events including testing dates, school events and open school week.</li> <li>• Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too, can attend meetings.</li> </ul>	<p>All teachers. All parents of students, PreK-5.</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team Leaders, all pedagogical staff, Parent Coordinator</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.

The resources we will use include:

- Administrators, Teachers, Parents, Parent coordinator, ELL teacher, Guidance counselor
- Go Math!, ReadyGen, Houghton Mifflin Harcourt Social Studies, Harcourt Science
- Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.
- Technological support and Internet based programs

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E	X	21 <sup>st</sup> 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.

By February, 2016, student data will show a 1.5% in Go Math! mid-year assessments. Growth will be measured against the beginning of the year assessment.

On-going progress will be monitored by administrators through observations, looking at student work and lesson plans. Formal and Informal observations will show an increase in high levels of student participation, effective use of student responses and ideas, enthusiastic student discussions, tasks that are challenging, etc.

**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.

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found our students have been making considerable progress. Data from the NYS exams shows an 7.8% increase in achievement for students who scored a 3 or 4 on the English Language Arts exam from 2013 to 2014 and a 10.7% increase in achievement for students who scored a 3 or 4 on the Math exam from 2013-2014.

Based on this data, there is a need to continue to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

### 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.

By June 2016, all teachers in Grades PreK-5 will meet each Monday and Tuesday for Professional Learning Communities to improve classroom instructional practices that will lead to a 3% increase on the New York State Mathematics Assessment.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• 100% of the teachers will meet each Monday and Tuesday for Professional Learning Communities to strengthen professional growth and improve classroom instructional practices.</li> <li>• Increased teacher leadership and ownership of their learning as evidenced by teacher-led session and teacher initiated topics.</li> <li>• Use of Danielson's Frameworks focus will be on 3b, using questioning and discussion techniques, 3c, engaging students in learning and 3d, using assessment in instruction.</li> </ul>	<p>All teachers</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team Leaders, all pedagogical staff</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> <li>• RTI/AIS small group instruction, before &amp; after school programs, push-in/pull-out Special Education Teacher Support Services, at risk Speech and Language services and ELL program are conducted by certified SETSS, Speech Therapists and ELL teachers</li> <li>• A Special Education IEP teacher will be assigned to support the Special Education students and staff needs, including: analyzing data, providing professional development, servicing IEP mandated students, adapting curriculum to meet the students' needs by using a multi-sensory approach and incorporating strategies for the CCSS to be achieved.</li> <li>• Students placed in an ELL Program will receive instruction in English using intensive ESL methodologies. The ELL teacher will collaborate with the classroom teachers to make certain ESL methodologies are being used consistently.</li> </ul>	<p>All teachers. All students, K-5 including ELLS and SWD.</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team Leaders, all pedagogical staff</p>

<p>Strategies to increase teacher-parent collaborations to improve student achievement include:</p> <ul style="list-style-type: none"> <li>• Parent outreach on Mondays and Tuesdays</li> <li>• Open School Week</li> <li>• Prepare for the Future Night</li> <li>• Monthly SLT meetings</li> <li>• eChalk computer program to foster communication between the teacher and the home</li> <li>• Pre-K Learning Through Play workshops</li> <li>• ELA, Mathematics and Science Test Prep workshops</li> </ul>	<p>All teachers. All parents of students, PreK-5.</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team Leaders, all pedagogical staff, Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• Administrators, Teachers, Parents, Parent coordinator, ELL teachers, Guidance counselor</li> <li>• ReadyGen, Go Math, Pearson Social Studies, Harcourt Science</li> <li>• Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.</li> <li>• Technological support and Internet based programs</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>By February, 2016 student data will show a 1.5% increase in Go Math! mid-year mathematics assessments. Growth will be measured against the beginning of the year assessment.</p> <p>On-going progress will be monitored by administrators through observations, looking at student work and lesson plans. Formal and Informal observations will show an increase in high levels of student participation, effective use of student responses and ideas, enthusiastic student discussions, tasks that are challenging, etc.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, 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 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.

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found our students have been making considerable progress. Data from the NYS exams shows an 7.8% increase in achievement for students who scored a 3 or 4 on the English Language Arts exam from 2013 to 2014 and a 10.7% increase in achievement for students who scored a 3 or 4 on the Math exam from 2013-2014.

Based on this data, there is a need to observe teachers using the Danielson’s Framework for Teaching along with the analysis of learning outcomes to continue to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

### **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, the Principal and Assistant Principals will lead by example by conducting at least 25 horizontal and/or Vertical Team meetings. The Principal will ensure professional learning is evident in classroom instruction as measured by Effective or Highly Effective observations, and lesson plans.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Research-based instructional programs , professional development:</p> <ul style="list-style-type: none"> <li>• Principal will lead by example by conducting 25 horizontal or vertical teacher team meetings.</li> <li>• Principal will develop and empower Team Leaders to ensure the vision of the administration is communicated to the staff and lead professional development</li> <li>• Principal will empower teachers to make data-driven decisions about how to best instruct their students</li> <li>• Administration will organize teachers around the learning of a select group of students for whom they share responsibility</li> <li>• Administration will make certain teachers focus on aligning assessment, curriculum, instruction, and professional development to generate school-wide improvement</li> </ul>	<p>All teachers</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team Leaders, all pedagogical staff</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> <li>• AIS &amp; RtI small group instruction, before &amp; after school programs for Level 1 and 2 students, push-in/pull-out SETSS, and ESL program conducted by certified SETSS and ELL teachers</li> <li>• A Special Education IEP teacher will be assigned to lead and support the Special Education student and staff needs including: professional development, IEP mandates adaptive</li> </ul>	<p>All students, including ELLs and SWDs</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team Leaders, all pedagogical staff</p>

<p>strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.</p> <ul style="list-style-type: none"> <li>• The ENL teacher will lead PD in using ESL methodologies. The teacher will be assigned to support staff and ensure students placed in an ELL (English Language Learner) Program will receive instruction in English using intensive ESL methodologies.</li> </ul>			
<p><b>Strategies to promote parent leadership and engagement as a key lever for school improvement :</b></p> <ul style="list-style-type: none"> <li>• School Leadership Team</li> <li>• Parent Association</li> <li>• Coffee and Conversation with the Principal</li> <li>• eChalk - school website to foster communication</li> <li>• School publications (i.e. pamphlets, school calendar, newsletters and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.</li> <li>• Open School Week</li> <li>• Pre-K and Kindergarten Orientations</li> <li>• Pre-K Learning Through Play Workshops</li> <li>• ELA, Mathematics and Science Test Prep workshops</li> <li>• ESL parent workshops - To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement.</li> </ul>	<p>All teachers. All parents of students, Pre-K-5</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team Leaders, all pedagogical staff, Parent Coordinator</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.

Resources include:

- Administrators, Teachers, Parents, Parent Coordinator, SETSS teachers, ELL teachers, Guidance counselor, related services providers
- ReadyGen, Go Math, Houghton MacMillan/McGraw Hill Social Studies, Harcourt Science
- Fountas and Pinnell Benchmark Assessments, unit assessments, Ready CCLS ELA & Math

Measuring Up Science, Technological support and Internet based programs

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E	X	21 <sup>st</sup> 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.

By February, 2016, at least twelve vertical and/or horizontal meetings would have been held as measured by sign-in sheets and agendas.

On-going progress will be monitored by administrators through observations, looking at student work, Vertical Team Meeting and/or horizontal agendas and lesson plans. Formal and Informal observations will show an increase in high levels of student participation, effective use of student responses and ideas, enthusiastic student discussions, tasks that are challenging, etc.

**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 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.

A data-driven approach is used to improve student performance using multiple measures to identify and address all students' weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found our students have been making considerable progress. Data from the NYS exams shows an 7.8% increase in achievement for students who scored a 3 or 4 on the English Language Arts exam from 2013 to 2014 and a 10.7% increase in achievement for students who scored a 3 or 4 on the Math exam from 2013-2014.

Based on this data, there is a continued need to maintain and increase a culture of mutual trust and positive attitudes that supports the academic and personal growth of students that is understood and supported by the entire school community.

### 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, there will be a 3% increase in parent participation at scheduled parent and school meetings as measured by sign-in sheets, outreach logs and feedback from parent surveys.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• Staff and parents as equal partners, are focused on empowering all students with the academic skills and rich civic and social experiences to further their educational goals.</li> <li>• All members of our school community must share accountability for creating a positive and supportive educational environment, and for achieving successful student outcomes</li> <li>• All parents and teachers will be invited to attend regularly scheduled parent and school meetings, such as, PA, SLT, Annual Title I Parent Meeting, Title I Parent committee, to inform and strengthen the parent and school community connection</li> <li>• All parents will attend parent/teacher conferences 4 times a year</li> <li>• eChalk computer program to foster communication</li> <li>• Encourage feedback from monthly parent meetings, eChalk, and teacher and parent responses on the School Survey</li> <li>• School trips to museums and other cultural institutions are planned throughout the year</li> <li>• Community events aid our success in all areas. Our annual Community Read Aloud provides parents, community members, staff, and students with an opportunity to share a piece of literature and have a meaning discussion. This</li> </ul>	<p>Teachers, Parents of all students PreK-5</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team Leaders, all pedagogical staff</p>

<p>special day promotes parent involvement with a special emphasis on literacy</p> <ul style="list-style-type: none"> <li>• During our Career Day, parents and community members share their careers with students, including the education needed, training, etc.</li> </ul>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> <li>• Parent Coordinator conducts monthly ESL workshops to help families develop the English language in order to increase parent participation</li> <li>• Ongoing workshops to support parents in understanding IEP's, share adaptive strategies that can be used at home, help families understand their children's development and how to support the changes children undergo, etc.</li> <li>• The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), Applied Behavior Analysis (ABA) programs and other childcare programs.</li> </ul>	<p>Teachers, Parents of all students K-5</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team leaders, all pedagogical staff</p>
<p>Strategies to increase parent involvement in support of improved student outcomes:</p> <ul style="list-style-type: none"> <li>• Parent coordinator conducts monthly parent workshops</li> <li>• Related services point person conducts monthly meetings with parents</li> <li>• Parent outreach on Tuesdays from 2:40-3:20</li> <li>• PA meetings</li> <li>• Monthly Book of the Month Parent Workshops</li> <li>• eChalk computer program to foster communication between the teacher and the home</li> <li>• Monthly Family Fun Night events for parents and students</li> <li>• Cookshop for Families workshops for parents</li> <li>• Pre-K Learning Through Play workshops</li> <li>• ELA, Mathematics and Science Test Prep workshops</li> <li>• Open School Week</li> </ul>	<p>Teachers, Parents of all students PreK-5</p>	<p>September, 2015 to June, 2016</p>	<p>Principal, Assistant Principals, Team Leaders, all pedagogical staff, Parent Coordinator</p>

<ul style="list-style-type: none"> <li>• Prepare for the Future Night</li> <li>• Monthly School Leadership Team (SLT) meetings</li> <li>• 21<sup>st</sup> Century parent workshops</li> <li>• Family Movie Night</li> <li>• Coffee and Conversation with the Principal</li> <li>• Art Workshops</li> <li>• Technology Workshops</li> <li>• ELL Parent Workshops</li> <li>• Cloud9World Workshops- character education program</li> <li>• Pre-K and Kindergarten Orientations</li> <li>• School publications (e.g, pamphlets, monthly calendar, newsletters and letters to parents) will be used to apprise parents of the important upcoming events including testing dates, school events and open school.</li> <li>• To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement.</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources include :											
<ul style="list-style-type: none"> <li>• Administrators, Teachers, Parents, Parent Coordinator, SETSS teachers, ELL teachers, Guidance counselor, related services providers</li> <li>• ReadyGen, Go Math, Houghton MacMillan/McGraw Hill Social Studies, Harcourt Science</li> <li>• Fountas and Pinnell Benchmark Assessments, unit assessments, Ready CCLS ELA &amp; Math, Measuring Up Science etc.</li> <li>• Technological support and Internet based programs</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

By February, 2016, twelve events would have been held for parents which will help develop and establish an environment of trust, and a strong parent and school community connection as measured by feedback from parent meetings, by parent responses on the School Survey, attendance at workshops and events.

**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)	Fountas and Pinnell individual student assessment; NYS ELA-students scoring level 1 and 2; ReadyGen assessments; and teacher observation	Response to Intervention (RtI)  -Direct Instruction;  guided instruction, modeling  -Scaffolding  -Use of Multiple Intelligences  Materials used include:  - Pearson ReadyGEN  - Ready New York  CCLS Instruction  ELA  -MacMillan/McGraw-Hill Triumphs  Intervention  Reading Program  -Curriculum  Associates:  Strategies to	Small group and one-to-one delivery.  At-risk students will participate in small group instruction in each class to realize our school’s goal of improving literacy.  During the school day, a teacher push-in model in literacy will be implemented. Teachers will be able to spend more time targeting the individual needs of all students, including children with special and language-learning needs.	During the school day, and before or after school programs.

		<p>Achieve Reading</p> <p>Success, and</p> <p>Comprehensive</p> <p>Assessment of</p> <p>Reading Strategies</p> <p>-Imagine Learning</p> <p>English for ELLs</p>		
<b>Mathematics</b>	<p>Students scoring level 1 and 2 on NYS MATH Assessment; Go Math! assessments; and teacher observation</p>	<p>Direct Instruction; guided instruction, modeling</p> <p>-Scaffolding</p> <p>-Use of multiple intelligences</p> <p>-Use of manipulatives</p> <p>Materials used include:</p> <p>-Ready New York</p> <p>CCLS Instruction</p> <p>MATH; Brainpop, Go Math!</p>	<p>Small group and one-to-one delivery.</p> <p>At-risk students will participate in small group instruction in each class to realize our school's goal of improving math.</p> <p>During the school day, a teacher push-in model in math will be implemented. Teachers will be able to spend more time targeting the individual needs of all students, including children with special needs and English Language Learners.</p>	<p>During the school day, and before or after school programs.</p>
<b>Science</b>	<p>Academic Intervention Support in the area of science will be provided to those students who are at-risk of not meeting the state standards.</p>	<p>Use of multiple intelligences</p> <p>-Scaffolding</p> <p>-Direct Instruction; guided instruction, modeling</p> <p>Materials used include:</p> <p>-Peoples Publishing</p>	<p>Small group and individualized instruction based on assessed needs.</p> <p>Using a push-in/pull-out model, the ELL teacher will assist students in meeting the proficiency levels.</p> <p>Using a push-in/pull-out model, the SETSS teacher will assist</p>	<p>During the school day.</p>

		Measuring Up	students with IEPs in meeting the proficiency levels.	
<b>Social Studies</b>	Academic Intervention support in the area of social studies will be provided to those students who are at-risk of not meeting the state standards.	-Use of Multiple intelligences  -Scaffolding  -Direct Instruction; guided instruction, modeling  Materials used include:  -Core Curriculum  non-fiction trade books	Small group and individualized instruction based on assessed needs.  Using a push-in/pull-out model, the ELL teacher will assist students in meeting the proficiency levels.  Using a push-in/pull-out model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels.	During the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Understanding Self and Developing Positive Self-Esteem  -Bereavement Groups  -Dealing With Divorce  -Improving Decision-Making Skills/  Problem Solving Skills  -Anger Management  Our school's psychologist and social worker are at the school on a part-time basis. They do not provide AIS services.	Counseling programs.  Evaluation by psychologist.	Small group and one-to-one delivery.	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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• All teachers at P.S. 254Q are appropriately certified and highly qualified.</li> <li>• We will offer ongoing professional development to increase teachers' skills in methodologies to improve student behavior and sound pedagogical techniques in teaching students with disabilities.</li> <li>• Our professional development (PD) will be based upon data-driven student needs and geared towards sound research validated practices. The PD sessions will be matched to curriculum content and aligned with Common Core Learning Standards.</li> <li>• Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, PD, and assistance from administration.</li> <li>• We will adapt a plan similar to the state of Illinois's "Grow Your Own", whereby paraprofessionals already in the classroom are encouraged to become fully qualified teachers by informing them of financial assistance available to complete certification requirements. Additionally, paraprofessionals are encouraged to apply to New York State Education Department fully online degree program leading to initial teacher certification.</li> </ul>

#### 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).
<p>The high quality professional development at P.S. 254 focuses on what teachers are expected to teach and students are expected to learn based on the Common Core State Standards. The PD activities provided will focus on specific strategies that research and experience have proven to be effective in increasing student learning and achievement. The modules and other suggestions on Engage NY for utilizing CCSS is an example of how educators will engage in high quality PD. The PD is connected to what ELL, SWD and general education students should know and how students can best learn that content.</p> <p>Professional development is ongoing and embedded in the daily work of all educators at our school. All educators are involved in planning, implementing, reflecting, and evaluating the process. A schedule of the year's PD activities has been established. Also, resources are allocated to ensure that when new skills are learned, they will be able to be</p>

implemented. Throughout the school year, the resources allocated will include: internal and external expertise to support our educators. In addition, print (professional journals, books), electronic, and other material resources will be available to support the professional learning in our community.

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

### **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.).

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

This plan also includes steps that will be followed if a child is having difficulty with language or cognitive skills. In either case, the preschool teacher will provide the kindergarten teacher with the child’s history and documentation of steps taken to help the child progress toward his or her program goal, and a discussion of areas where the child is still experiencing difficulty.

Involvement of Parents in Transition:

- Parent workshops will be provided by social workers to show parents how to help their child make adjustments into school and any other information needed about the school their child will be attending.
- School personnel, teachers and principals are invited to attend a parent meeting to discuss the kindergarten program, the role of parents in the school and to answer any other questions. We will also include the parent coordinators to translate the information during the meeting.

Other workshops for parents will be provided to discuss developmental needs of their children, and any other social and emotional needs they may need to help their child assimilate into school life and transition into Kindergarten .

#### 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.

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

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

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	303,641.00	X	Section 5A-Rigorous instruction, Section 5B - Supportive Environment, 5C - Collaborative Teachers, 5D - Effective School Leadership, and 5E- Strong Family and Community Ties
Title II, Part A	Federal	69,197.00	X	Section 5A-Rigorous instruction, Section 5B - Supportive Environment, 5C -

				Collaborative Teachers, 5D - Effective School Leadership, and 5E- Strong Family and Community Ties
Title III, Part A	Federal	11,200.00	X	Section 5A-Rigorous instruction, Section 5B - Supportive Environment, 5C - Collaborative Teachers, 5D - Effective School Leadership, and 5E- Strong Family and Community Ties
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,183,555.00	X	Section 5A-Rigorous instruction, Section 5B - Supportive Environment, 5C - Collaborative Teachers, 5D - Effective School Leadership, and 5E- Strong Family and Community Ties

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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### **Parent Involvement Policy (PIP)**

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. **P.S. 254Q**, 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. **P.S. 254Q** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**New York City Department of Education**

**Public School 254 Queens**

**The Rosa Parks School**

**84-40 101 Street**

**Richmond Hill, New York 11418**

**(718) 846-1840**

**(718) 846-7404 FAX**

**Naomi Drouillard, Principal**

**Pamela Markham, Assistant Principal**

**Heather Sosnovsky, Assistant Principal**

**Statement of Parent Involvement Policy 2015 - 2016**

**The Rosa Parks School**

**PS 254 Q**

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

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This outreach will take place during workshops, parent conferences, meet the staff night, through phone calls, and eChalk. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, myON online reading program, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator (PC), the PA President with DOE support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- School publications (i.e. pamphlets, school calendar, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education, dual language and free standing ESL programs.
  - THE PARENT INVOLVEMENT POLICY WILL BE DISTRIBUTED IN THE FALL OF 2015 TO ALL PARENT CAREGIVERS

## **Parent Workshops**

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

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

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

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

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

## **Annual evaluation of the Parent Involvement Policy**

In June 2016, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration. THE UPDATED VERSION WILL BE DISTRIBUTED IN THE FALL OF 2016 TO ALL PARENTS/CAREGIVERS.

### **School-Parent Compact (SPC)**

**P.S. 254Q**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>The Rosa Parks School</u>	DBN: <u>27Q254</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</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: Our goal is for the ELLs in our school to become proficient in the English language, both academically and socially. To this end, we have developed a plan to improve students' reading and language skills to succeed now and in the future. The plan is also designed to help improve their ELA scores on the state exam. According to the aggregated data on ELA and mathematics for the school year 2014, many of our ELLs have scored level 1 and 2, few scored level 3 and no one scored level 4. In addition, on the NYSESLAT, the modalities that our ELLs showed very little progress on were writing and reading. These two areas will be addressed by providing many opportunities for ELLs to engage in vocabulary and comprehension strategies and structured writing activities. We need to help our students improve their proficiency in academic English and move to higher levels in ELA, mathematics and on the NYSESLAT. Although we will provide practice in listening and speaking, we will focus on the two modalities students consistently struggled with.

To address this need, we will conduct a targeted after school program for our ELLs beginning in January. This program will be held two times a week—until May. Sessions will be held on Wednesdays and Thursdays from 3:00 - 5:00 p.m. The total number of sessions for this program is 33, with one certified ESL teacher and a special education teacher conducting the sessions. The ESL and special education teacher will collaborate and co-teach during these afterschool sessions.

The targeted ELLs are in grades 3 to 5 with proficiency levels of beginner and intermediate, and some advanced students, who need additional strategies to become proficient. The English Language Learners we will target are the students in general education and in special education- Students with Disabilities (SWDELLs). Approximately 25 students will be targeted based on the data showing they have the greatest need. The program will be conducted in English, and the instructional materials will be geared toward improving content information and building English proficiency skills. The program which will be used for this afterschool program is: Rigby's In-Step Readers and ELL Intervention Kits. The goal of these programs is to accelerate ELL's reading levels. The programs are focused on the three key competencies of: reading, language, and developmental phonics. ELLs are provided with progressive challenges, differentiation and scaffolded instruction in these three competencies. The program builds background knowledge, a solid vocabulary foundation, and writing concepts.

Students will practice reading orally with fluency and comprehension, orally retell stories, and ask and answer higher order questions which will help them to progress in English language skills. ELL strategies, such as scaffolded instruction, modeled and guided instruction, modeled and guided practice and conceptualization strategies will be incorporated when delivering lessons.

As part of the ESL afterschool program, test prep will be provided to our ELLs and the subgroups to prepare them for the state exams. The materials used in this program are: Ready NY CCLS ELA and Ready NY CCLS Math. For the NYSESLAT afterschool program, Getting Ready for the NYSESLAT and Beyond will be used for ELLs in all grades K-5.

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

The following strategies will be included in our instruction: Total Physical Response (TPR) activities to help our ELLs develop vocabulary and appropriate classroom behaviors. We will also use pre-reading activities, e.g., visuals, graphic organizers, and manipulatives to motivate student interest. We will encourage students to activate prior knowledge, and to make personal connections. Role-playing and dramatization with lots of hands-on activities will be utilized during our after school sessions.

Money will be allocated for professional salaries at the per session rate with fringes.

### Part B: Direct Instruction Supplemental Program Information

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

In addition, we will use Rourke Classroom ELL/Oral Language Intervention Kits and In-Step Readers to build students' language proficiency, vocabulary, reading comprehension, and reading fluency with an emphasis on academic content.

ELLs will participate in all school related programs, including Saturday Science Club, AIS literacy and mathematics after school programs, and the 21st Century After School Clubs and school trips to plays, museums, aquariums, and farms. We will provide funds for admission to any trips taken within the Title III program.

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ Rationale: Professional development for is all teachers who teach academic language and challenging content to all students, including ELLs. We must provide professional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons. By providing substantial and sustained opportunities for all teachers to participate in meaningful professional development, we can address the needs of ELLs, and support language development.

The teachers who deliver instruction to ELLs during the regular school day will participate in targeted professional development sessions on a monthly basis. This will also include a study group to help teachers to understand ELLs' needs and how to teach them. The ESL teacher will be the facilitator of these sessions. ELL network staff will be invited to facilitate some professional development throughout the year.

Some examples of topics for workshops include: Meeting the Needs of Diverse Learners in Grades K-5, Addressing the Vocabulary Needs of English-Language Learners, Reading Comprehension Strategies for ELLs, Instructional Practices for English Learners, Language and Literacy for ELLs, and Common Core Learning Standards for ELLs in Math and ELA. These workshops would entail planning sessions targeting specific instructional objectives and outlining the activities for each teaching session.

In addition, the ESL teacher, S. Feggins, will attend specific professional development workshops sponsored by the Department of English Language Learners and Student Support (DELLSS) that focus on strategies to help ELLs. The ESL teacher will attend appropriate workshops with classroom teachers and turnkey relevant information to all staff responsible for delivery of instruction and services to ELLs. The professional learning committee, which includes the ESL teacher, will also provide staff development during and after school PD time. The resulting professional development will enhance student language acquisition and increase student achievement on assessments.

We will create intentional learning opportunities for all teachers of ELLs to collaborate and design instruction, analyze student work, and develop rigorous lessons.

### 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

### Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: \_\_\_\_\_ Parental involvement is an integral part of a child's school life, especially an English Language Learner whose parents may be new to our language and culture. It is important for parents to be informed of City and State standards, obtain information about state exams, and any programs that can enhance their child's education and hence success and overall academic progress. Our goal is to provide parents with resources that will enable them to make informed decisions about their child's education.

The parental involvement provided at our school for our ELL parents are held in conjunction with our school's parent coordinator. The Parent Coordinator, E. Arnold, who is bilingual (Spanish) the language of the majority of parents of ELLs in our school, provides ongoing workshops to enhance parenting skills and to inform parents of best practices they can do with their children. In addition, there is an ESL Language Class for parents to learn and enhance their English skills. It is held weekly, beginning November, 2014 and ending in May, 2015. Materials will be provided for parents to use and take home. Refreshments will be provided as allocated by the guidelines under the Title III plan and will not exceed the stated amount.

Parents of ELLs are also invited to participate in all parent activities in our school, i.e. Parent Book of the Month workshops (monthly), Art and Technology workshops, Cookshop, School Wellness Council & 21st Century Monthly Family Fun Nights, and ELA and Mathematics Test Prep workshops. In addition, parents will be invited to attend citywide ELL conferences. Many of our ELL parents are on the School Leadership Team and are part of the Parents' Association in our school.

Some of the presenters for the workshops include P. Markham (Assistant Principal), H. Sosnovsky (Assistant Principal); G. Gerloven (PE); A. Popovic (Art teacher); S. Bherwani (Testing Coordinator); E. Arnold (Parent Coordinator); and S. Feggins (ESL teacher). \_\_\_\_\_

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>27</b>	Borough <b>Queens</b>	School Number <b>254</b>
School Name <b>The Rosa Parks School</b>		

### 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 <b>Naomi Drouillard</b>	Assistant Principal <b>P. Markham, H. Sosnovsky</b>
Coach <b>S. Bherwani</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>S. Feggins</b>	School Counselor <b>S. Esposito</b>
Teacher/Subject Area <b>J. Sehn</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>E. Arnold</b>
Related-Service Provider <b>T. Winston</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Mary Barton</b>	Other (Name and Title) <b>type here</b>

### 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	1	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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 <b>not</b> 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]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>674</b>	Total number of ELLs	<b>70</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	70	<b>Newcomers</b> (ELLs receiving service 0-3 years)	68	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	68	0	7	2		1				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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: _____
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### 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	14	11	10	5	5	3								0
Chinese	1	1	1	1		1								0
Russian														0
Bengali	1	2	1		2									0
Urdu		1		1										0
Arabic	1													0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	2		1	1								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	3	2	4	3	2	1								0
<b>Emerging</b> (Low Intermediate)	5	3	1	2	1	0								0
<b>Transitioning</b> (High Intermediate)	5	1	1	1	3	0								0
<b>Expanding</b> (Advanced)	6	11	8	1	2	4								0
<b>Commanding</b> (Proficient)		4	2	2	2	4								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						1								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	4	2	2	2	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2			0
4	1	2			0
5	1	3	2		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	0		1		2		2		0
4	1				2		1		0
5	0		4		4				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
8									0
NYSAA Bilingual (SWD)									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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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.
 

The assessment tools we use to assess the early literacy skills of our ELLs are: Fountas and Pinnell and Go Math! assessments. In Fountas and Pinnell, teachers assess students to find out if they are meeting benchmarks. Some of the information assessed with these assessment tools are vocabulary, phonemic awareness, sight words, listening and writing, reading, decoding and comprehension skills. These tools are used constantly to ascertain where and how the child is progressing and to help inform and adjust the instructional plan. The Fountas and Pinnell assessment show that ELLs need more time to develop vocabulary skills, learn sight words, develop decoding and fluency skills. In the earliest grade, the ELLs are on the same level as the other members of the class, e.g., they are reading Pre-A books, and their performance on mathematics assessment is mostly 2s and 3s. According to the results of the Fountas and Pinnell assessments, it is showing that as ELLs advance to the next grade levels, they have a tendency struggle to meet the grade level standards. ELLs need more targeted, small group instruction in vocabulary development, phonics skills, and comprehension strategies.

The data from the Go Math! assessment shows that ELLs are approaching the standards, and are

The data help inform our school's instructional plan in the following ways: Teachers of ELLs will provide more hands-on activities in literacy and mathematics; more opportunities will be provided for ELLs to develop vocabulary; focus on fluency instruction will be incorporated in activities that focus on word identification; instruction will be supported by realia, pictures, and other visuals; grouping ELLs correctly, according to their skill and English proficiency levels; the use of guided reading and writing groups to improve skills; phonics and mathematics games will be utilized to help students who need a more tactile experience; think-alouds, and modeling will be used daily to help ELLs improve their literacy and mathematics skills; and other proven best practices will be incorporated throughout the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

Based on the data on the NYSITELL and the NYSESLAT, students are showing progress in improving speaking and listening skills. There are still entering and emerging students who are still struggling with the speaking modality (in silent period), but are making progress in listening and reading. Most ELLs show progress with listening and speaking skills sooner years of ENL

service. However, it takes ELLs a longer time to show progress in reading and writing. According to the data, our ELLs followed the pattern of improvement in listening and speaking but made very little progress in reading and writing.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses this AMAO tool to track the percentage of ELLs making progress toward English proficiency. The students who show progress toward English proficiency levels are tracked yearly using this tool. This information provided will help our school to design effective instructional programs and/or interventions for ELLs.

The tool provides data that shows the number of home languages of specific students, grade level, years of ELL service, NYSESLAT proficiency and progress, etc. This tool features "Advanced Early Warning Indicators" which allows for identification of risk factors for ELL students used to design timely and targeted interventions to address their needs. We will use this tool to provide information to identify our ELLs which are at-risk of lower academic achievement. We will also use this tool so we can easily identify specific areas of progress ELLs are making in English proficiency. This will help us to also create targeted groups to provide more efficient and timely instruction.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a) The patterns observed across performance levels and grades are: The ELL are showing comparable progress in state mathematics tests. However, they progressing below the general education English language population. They are faring better in tests taken in English as seen in the results on the mathematics tests, which are available in other languages.

b & c) The ELL periodic assessment was not used during the past few years.

The home language is used to determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling.

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](#).]

P.S. 254 follows the guidelines of the RtI model used in the Department of Education (DOE). Our ELL population are provided with increasingly intensive, targeted instruction designed to match their learning needs, based on the results of teacher made assessments in English Language Arts (ELA). As a precursor to providing the right kind of intervention, teachers and service providers investigate students' educational and linguistic histories. This will ensure that practitioners are able to build upon the linguistic capabilities students bring to the classroom and understand where challenges may lie.

The RtI model consists of 4 steps which is implemented to meet the ELL's specific need. 1) Universal screening, using the Home Language Identification Survey to help guide linguistically responsive instructional choices, enables the teacher to uncover factors that could influence students' English language learning process. In addition, Fountas and Pinnell is used to benchmark the ELL to assess whether his/her literacy skills and competencies are meeting benchmark levels. If the student is found to be at-risk, or below-benchmark levels, the student receives targeted instructional support to bolster development in a particular area. 2) Tier I instruction is delivered to all ELLs in the general education classroom. Teachers provide opportunities for ELLs to engage in purposeful conversations with peers and their teacher. Reading and writing is taught specifically and integrated into each content area.

Teachers provide links for ELLs to build background knowledge, while also targeting academically rigorous and challenging instructional goals using instructional supports as needed. 3) ELLs who are not showing sufficient progress on the skills and competencies measured are provided with intensive, targeted intervention. Research based ESL strategies will be utilized, and native language used to ensure the student will benefit from the instruction. 4) Progress monitoring data will be used to ensure that the students are progressing, taking into account language development and background. Progress monitoring will also be used to make changes in goals, instruction, or services.

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

Teachers have to consider the student's language development stage. Use of the NYSITELL or NYSESLAT will provide this information. The teacher needs to be aware that some subjects are good for ELLs to take with peers and English-speaking role models. ELLs can benefit in regular classrooms when math, science, art, P.E., and music teachers use ELL-friendly strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments.

However, when learning literacy, and social studies, the student will need special attention because these subjects depend mostly on

language, like reading, and writing. Some instructional models, include using the support of bilingual books, and dictionaries, the ENL teacher, a resource teacher, a content area teacher with ENL training, a pull-out class, or a combined grade level class (in which ELLs can be placed at a lower level at first and then moved up as they gain proficiency in English).

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

To evaluate the success of our programs for ELLs we assess the number of years students remain in the program and attain English proficiency. In addition, the teachers of ELLs assess the levels of success in ELA, mathematics, science and social studies on a continuous basis. Some examples of measures that we use to evaluate the success of our ELLs are: Informal-teacher observation measures and checklists; portfolios; conference notes; Formal-classroom tests (ReadyGEN & GO Math assessments); review of class grades; standardized achievement tests i.e. NYSESLAT (to measure English proficiency on a yearly basis in the four language domains (listening, reading, writing, and speaking), state ELA, state Math, state Science exams; Fontas and Pinnell for K-5 and Imagine Learning pre-post tests. To sum up, if students show continuous progress in advancing from beginner/entering, low intermediate/emerging, intermediate/transitioning, advanced/expanding and levels and finally to English proficiency/commanding levels then we will deem the programs used as successful.

## Part IV: ELL Identification Process

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

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.

The process that we will follow for the initial identification of ELLs at P.S. 254Q is in accordance with CR Part 154. The first step will be to administer the Home Language Identification Survey (HLIS), to parents of students who have never been in the NYC or NYS public school system, to determine student's home language. This step includes an interview with the student and parent to determine the student's home language. If the parent answers one question on Part I of HLIS indicating a language other than English, and two questions on Part II indicating that the student uses a language other than English, as well as the interview with the parent and student indicating a language other than English. This step is conducted by a licensed pedagogue, e.g., S. Feggins, ENL Coordinator, D. Whitecavage, & L. Kalendarov, Speech and Language providers, T. Winston, IEP/SETSS provider, and J. Sehn, 5<sup>th</sup> grade teacher, bilingual in Spanish language. The interview will be conducted with the student in both English and the home language to determine if the student has sufficient oral and literacy skills for the grade they will enter. Also, the student's prior school work will be reviewed to make the determination for New York State Identification Test for English Language Learners (NYSITELL) eligibility. We will provide over-the-phone translation and interpretation services through the DOE if the parent need assistance in their home language.

After the HLIS is completed with the parent, the information as to what language the child speaks is entered into ATS screen (QADM). The completed, original HLIS will be placed in the student's cumulative folder and a copy will be placed in office files.

The school will determine if the student is eligible to take the NYSITELL. If the school determines that the student should not take the NYSITELL, the ELL Identification terminates at this point. If, however, the student is eligible to take the NYSITELL, a licensed pedagogue will administer the test, and the answer document will be scanned into ATS via the attendance scanner within 10 school days. After the NYSITELL is administered, the student will be deemed eligible for services if they score at or below the Cut Scores for this assessment. If the student passes the test, (according the the cut score) they will not be entitled to services at that time.

In addition, all students who entered the New York City Public School system for the first time, and indicates on the HLIS that their home language is Spanish, will be given the Spanish Lab assessment if they did not pass the NYSITELL. The students must be given this test within the same 10 day time frame as the NYSITELL. The Spanish Lab answer document will be scanned into ATS also.

Parents will be notified of the results of the test via standard DOE notification letters, in parents' preferred language.

If a student is a new entrant to the DOE, but is coming from a school within NYS, then the receiving school should request ELL status information (e.g., home language, NYSITELL, NYSESLAT results) from the student's prior school within 2 business days to determine ELL status. If this information is not forthcoming, then the intake process described above will be followed.

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).

When a student is identified as two or more years below grade level in literacy in their home language and / or two or more years below grade level in mathematics due to interrupted or inconsistent schooling, our school will have 30 days from initial enrollment to determine if student is SIFE status. At the time of enrollment when parent is asked to indicate prior schooling on the HLIS, a determination can be made that the student has had interrupted education. After completing the ELL identification process (see question 1) and the student is identified as an entering or emerging ELL and they are in grades 3, 4 or 5 at our school, we will administer the Oral Interview Questionnaire. Students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish will be given the Literacy Evaluation and Newcomer SIFE (LENS).

The Oral Interview Questionnaire will ask questions pertaining to: 1) family and home background; 2) Education History; 3) Language and Literacy Practices; and 4) some general questions about students' likes and dislikes. In addition, they will read 3 passages, and respond to questions about the passages.

When initial SIFE status is determined it must be entered into ATS (BNDC) no later than 30 days from initial enrollment. However, as per CR Part 154, our school will have up to one year to make a final determination of SIFE status, which means that initial SIFE identification within the 30 days may be modified for up to one year. Once the student scores at the intermediate/transitioning level or higher on the NYSESLAT, the SIFE status is removed.

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).

The identification process for newly enrolled students with IEPs is as follows: The HLIS is administered. If it has been determined that the home language is other than English, following the completion of the survey in parent's preferred language with the interview conducted by a licensed pedagogue, then the Language Proficiency Team (LPT) meets to review evidence of the student's English language development. The team consists of P. Markham, assistant principal, S. Feggins, ENL teacher, D. Whitecavage, T. Winston, special education liasons, and the student's parent or guardian. In addition, an interpreter/translator will be present at each meeting, based on the parent's preferred language.

The LPT can either recommend that the student take the NYSITELL or not take it. This decision is based on evidence of the student's English language development, including but not limited to: the information gathered during administration of the HLIS; the student's history of language use in the school and home or community; the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language; and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT must determine if the student has second language acquisition needs or if the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, they will be required to take the NYSITELL. If the LPT determines that the student does not have an English language acquisition need, and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal will then accept or reject the recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, then the NYSITELL must be administered to the student immediately. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent, who has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school days to administer the test and notify the parent. A form entitled: Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

In addition, the parent/guardian must be notified within 3 school days of the decision in their preferred language.

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.

Parents are informed of the results of the NYSITELL within 5 school days after the assessment is scanned and scored through the use of entitlement and non-entitlement parent notification letters in their preferred language. These letters are sent home with the students. Copies of all letters are made and kept in a file folder in the ENL's teacher's office. Also, these dated and signed letters are retained in the student's cumulative folder.

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).

A student who has gone through the ELL identification process, and have a home language other than English, are ELLs or non-ELLs, are able to go through the ELL Re-identification Process, within 45 days of enrollment. This process will give the school and parents the opportunity to have a student go through the ELL Identification Process a second time if they believe that the student was misidentified. The process is initiated by a student's parent/guardian, or the teacher (if the teacher's request includes written consent from the parent or guardian), via written request to review the student's ELL status. After the written request to the principal is received, the appropriate staff, which includes the ENL coordinator, student's teacher, IEP provider, will review all documents related to the initial identification process. The student's school work will be reviewed in English and the home language. If student was not given the NYSITELL, it can be administered at this time. However, if the NYSITELL was administered to the student, it cannot be administered a second time.

The Re-identification Process must be completed within 10 school days of receipt of the written notice, however, if the CSE must be consulted, there is an additional 10 days (total 20 days) to complete the process.

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.

The structure that is in place to ensure that parents understand all three programs choices, i.e. Transitional Bilingual Education (TBE), Dual Language (DL) and freestanding English as a New Language (ENL), is as follows: Parent Orientation sessions—which are offered to parents within the first ten (10) days of registering children in the New York City school system—are given by the ENL/ESL pedagogues and the Parent Coordinator. This orientation is offered to inform parents of the program choices in DOE, and to ask parents to complete the Parent Survey & Program Selection Form, in their native language, if they so choose. If parent requires an interpreter, and no school staff is available, the school will contact the Translation and Interpretation Unit.

Outreach efforts include the parent being invited to an orientation via letter indicating their child's eligibility for ELL services and date/time of the orientation. If parents are unavailable at the time specified in the letter, additional attempts will be made to contact the parents, either through a phone call or speaking to the parent at dismissal about setting a date and time for the orientation. If parents are unable to attend orientation meetings in the mornings, then these meetings are scheduled for other times during the day and at the parents' convenience. These meetings are offered every month for any new admit to the NYC school system.

In addition, if parents still cannot attend any particular session, and there is no response to follow up calls, then we will send the survey home and information that the parent can view the information online on the DOE website. While waiting for the parents to complete the parent survey, their child will be placed in program and given mandated ENL services. This outreach information is kept via a log sheet to keep an accurate account of who attends and who cannot do so during any given time period.

Parents are given information during this orientation session on the state standards, assessment, school expectations and general program requirements for the ENL program. Parents are given an agenda and information via the DVD in their native language about the programs available in New York City. Parents are also given brochures in their native language, to help them understand the programs available in the New York school system.

After parents are informed of all three program models, they are given a Parent Survey and Program Selection Form to complete. These surveys must be completed and signed within 5 school calendar days, so that their child can be placed in the program of their choice. If the parent's program choice is not available, our school will inform the parent that the selection is not available, provide the parent with two options and will maintain a record of the parent's response.

The two options available and will be explained as such to the parents are: 1) to keep the student enrolled at the current school in the available program. If the parent chooses this option, the school will place the student in the program and will begin services for their child. 2) transfer the student to a different school where the parent's selection is available. This transfer will be coordinated with the Department of English Language Learners and Student Support.

In addition if a parent's choice is not available, we will maintain a record of their choice, and inform the parent that if there are 15 or more students with the same language in two contiguous grades, then a bilingual class will be formed.

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

After the parent surveys are completed, the original is placed in the students' cumulative folder and copies are kept in the ESL office,

in the compliance binder. In addition, an indication of the completion of the survey is made on the ENL caseload. Mrs. Feggins will then inform the school secretary of the parent's first choice of programs and enter this information on the new ELPC screen in ATS.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once students are tested, and the results of the NYSITELL is recorded, parents are invited to a parent orientation meeting via an "entitlement letter" in parent's home language which is generated from the DOE website. This meeting will take place within the 10 day time frame so that parents can choose what program they want their child placed in for the school year.

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

The ENL teacher and the parent coordinator will keep a list of all of the students who received entitlement letters to take home to their parents, and will check off who attends the sessions provided using a "sign-in" sheet, and will make note of who does not attend the sessions.

If parents are unavailable at the time specified in the letter, additional attempts will be made to contact the parents, either through a phone call or speaking to the parent at dismissal about setting a date and time for the orientation. If parents are unable to attend orientation meetings in the mornings, then these meetings are scheduled for other times during the day and at the parents' convenience. Since these meetings are offered monthly for any new admit to the NYC school system, the parents are given multiple opportunities to attend any particular session.

To monitor program choice, our school keeps copies of the Parent Survey and Program Selection Form (in parents' native language) in a binder in the ENL coordinator's files.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If a parent is unable to attend orientation sessions, and does not complete and return Parent Survey and Program Selection forms, their child will be placed in the ENL program if we do not have a bilingual program at our school. We will document the information regarding how and when we contacted the parent about the survey and any other attempts made to get the signed survey returned to us, and maintain this information in ENL's teacher's files (binder). Since these parents' children have been placed in the ENL program by default, then we will count them toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program if there are 15 or more ELLs who speak the same language in one or two contiguous grades. We will enter the information on the ELPC screen as "N" denoting a bilingual program by default.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the parent completes the parent survey and their choice has been recorded on the ELPC screen, parents are sent a placement letter, in the parent's preferred language, indicating the program in which their child has been placed. A copy of this letter is placed in the student's cumulative folder and copy is placed in the ENL compliance binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The documents for each ELL student consists of: HLIS; Entitlement letter; Non-entitlement letter; Continued entitlement letter; Program placement letter; Parent Survey and Selection form; and Language Proficiency Team NYSITELL Determination Form. The original version of all of these documents will be retained in each student's cumulative folder. Copies will be made for ENL compliance binder and the office files.
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. We first identify all eligible students by printing out the RLER report from ATS, which shows all NYSESLAT eligible students. The first thing we do when the materials arrive at the school, is to inventory the materials sent from MetriTech, the company responsible for the test. Once it has been established that all materials are in the boxes, then we will secure the test in the testing room. Before the test is administered, we check to see that answer sheets are available for all ELLs. In addition, we prepare answer sheets for all sessions-for students newly admitted to our school, without answer sheets. We decide, with administration, where all parts of the test will be administered for all groups of ELLs.

The first test administered is the speaking subtest, which runs from mid-April to mid-May. The first several weeks are devoted solely to the administration of the speaking section. This subtest is administered on an individual basis in separate location from all other students. This test is scored at the time of administration by a pedagogue who is not the student's ENL or ELA teacher. We test all students during the allotted time for the speaking subtest.

In the beginning of May, we test students in listening, reading and writing - sessions 1, 2, and 3. Students are tested in groups using according to the grade band (level). To administer the subtests, teachers who are familiar with testing procedures and trained in administering the NYSESLAT will be assigned to assist with the completion of these sections.

We make sure that students with disabilities are provided with the testing conditions authorized by their IEP plan.

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

Any student absent for any part of the test, will be tested during the make-up testing period, which is any time within the designated testing period.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each spring ELLs are tested to evaluate their progress in English proficiency using NYSESLAT. After scores are recorded in ATS and students are deemed they still need ENL services based on their scores, then Continued Entitlement Letters are sent home for parents to sign. Copies of the letter will be kept in the student's cumulative file and in ENL compliance binder.

For any student who took the NYSESLAT and has been deemed proficient/commanding, or if any student scored at the "advancing /expanding" level on NYSESLAT AND level 3 or 4 on the NYS ELA exam, they will be considered proficient in English. Transition letters will be sent to parents in their preferred language informing them that their child will get two more years of service for 90 minutes a week of integrated ENL/ELA or other content area, and certain testing accommodations.

These letters are sent in the beginning of the school year but no later than September 15th of the school year in which the student is entitled to receive services.

All letters are sent in the parent's preferred language and these letters are placed in the student's cumulative folder and a copy is placed in the ENL compliance binder.

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).

According to the Parent surveys over the past few years, and including this current school year, our parents opted for the English as a New Language (ENL) program as a first choice. In June, 2015 we viewed the numbers in the ELPC screen and noted that 29 parents opted for ENL. This represents all the parents of students newly admitted in the 2014-2015 school year.

If a parent opts for TBE or DL, we will inform them that it is not available at this school at this time, but we can put their names on a list, and inform them when the program becomes available for their particular language. We can also recommend a school where such a program exists in their native language. If a TBE or DL is offered at our school in the future, the parents who requested either of these programs will be notified in writing, by the Parent Coordinator and the ENL teacher. If we note that parents have chosen dual language or transitional bilingual education as a first choice we will make a list of these parents and the language they speak. When the numbers of parents reach the required amount to offer a bilingual or dual language program then these parents on the list will be contacted and offered the appropriate program.

Approximately 24 parents requested ENL as a first choice for the new school year.

Since parents chose ENL at this time, this program is offered at our school and is aligned with their requests.

## 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.

The organizational model at P.S. 254Q is a freestanding English as a New Language (ENL) program in which instruction is provided in English with home language support, emphasizing English language acquisition. Our school uses the two types of ENL as per CR Part 154. The stand-alone ENL program is delivered by a certified ENL teacher incorporating core content area instruction.

We also use the integrated ENL model, in which instruction is delivered by a dually certified teacher in ENL and common branches.

The ELLs at our school are grouped heterogeneously, whereby all ELLs with mixed proficiency levels are in one, two or three classes on each grade.
  - b. TBE program. *If applicable.*

Paste response to questions here: N/A
  - c. DL program. *If applicable.*

Paste response to questions here: N/A
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)?

Our school uses the two types of ENL as per CR Part 154. A certified ENL teacher delivers instruction in a stand-alone ENL model for entering/beginning and emerging/low intermediate students for 180 minutes or 4 periods per week. For these same groups instruction will also be delivered for 1 unit or 4 periods, totaling 360 minutes per week. For transitioning and ELLs, .5 unit of study (2 periods) will be ENL/ELA and .5 (2 periods weekly) will be standalone ENL or integrated ENL/content area. The students at the expanding/advanced level will have 1 unit (4 periods weekly) of ENL/ELA or other Content Area. The total number of minutes for transitioning and expanding ELLs is 180 minutes.
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.

To deliver instruction in content areas, ENL teacher push in and pull out students. The ENL teacher will provide support and instruction within the confines and context of the general education classroom through collaboration with the classroom teacher. Together we identify skills and concepts appropriate to the grade, language proficiency level (Entering, Emerging, Transitioning, Expanding), and learning styles of the ELL students. The ENL teacher scaffolds the concepts, in English, taught by the general education teacher to the ELL students.

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

The state exams in mathematics and science allows ELLs to read the questions and answer in their home language. If a student is having trouble understanding questions on teacher-made assessments, staff who speak the student's language is asked to translate orally or in writing for the student/subject.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Some of the ways we evaluate our ELLs is to design lessons, model and then confer with students to assess whether they were able to understand the information. We also use Fontas and Pinnell, beginning of the year, middle of the year and end of

year assessment to analyze the students' reading and oral levels. Weekly class assessments are examined for growth and understanding of concepts. Any assigned projects, tasks, homework assignments are evaluated for growth and improvement in listening, speaking, reading and writing modalities. Students are assessed when they are asked to share out any work assigned. We often check their reading for fluency and will give higher order questions to check for understanding.

In addition, we evaluate our ELLs by using teacher made tests, weekly and unit tests from the reading and math programs used at our school. In addition, we will use questioning techniques to evaluate ELLs understanding of concepts in writing and orally. The technology program, Imagine Learning English, geared for ELLs provides evaluation in all modalities, keeping track of their progress as they use the program.

We use a variety of ways to evaluate ELLs. Performance based assessments are incorporated in classroom instruction to assess ELLs language proficiency and academic achievement through oral reports, presentations, demonstrations, written assignments and portfolios.

To assess listening, speaking and reading the following activities are used: partner reading; retelling stories, role playing, giving descriptions or instructions and using visual or written prompts. Oral presentations to the whole class or to small groups (if students need a smaller setting to present the information to), completing incomplete sentences using context clues, playing educational language and mathematics games.

To assess students' writing, writing prompts, sentence starter, ad word banks (word wall) can be given to students to help them in this area.

Portfolios can be used throughout the school year. Samples of student work, such as stories, exercise sheets, and descriptions are included. Drawings, teacher descriptions of student accomplishments, formal test data, checklists can also be placed in portfolios

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

We have considered SIFE students, our newcomers (ELLs in U.S. schools less than three years), our long-term ELLs (students in NYC school six years or more), Former ELLs and our developing ELLs and devised a plan that will include offering SIFE students additional services and support: i.e. extra periods of instruction, AIS, peer tutoring and ENL after school programs. At this time, our school has no SIFE students.

Our plan for newcomers (newly enrolled ELL students) is to immerse them in day-to-day activities in their classes using ESL methodologies. A major focus will be on phonics-based language development. We will use Rigby's On Our Way to English Newcomer Kit, which introduces students to basic language, high frequency word activities, and it consists of a home-school connection. In addition, extra periods of ESL instruction will be provided as needed. For newcomers in all grades, there will be a major emphasis on learning the five hundred most frequently used English words, which includes the Dolch Word List. For newcomers in 3 - 5 grades, they will be in placed in afterschool small group instruction to build more English proficiency using Finish Line for ELLs program and the Imagine Learning English technology program.

For those developing students who has in the ENL program for 4 to 6 years, small group instruction will be provided using ReadyGEN resources, RTI and AIS support services, vocabulary development and other ENL strategies. Students will also use Imagine Learning English software program at various times each week. In addition, students will use Strategies to Achieve Reading Success during the after school program. For those students who did not meet the performance standard in writing, small group instruction using ReadyGEN writing activities as well incorporating ESL methodologies to improve students' writing skills. Also, we will focus on building critical thinking skills in subject areas such as reading, mathematics, science etc. that take students beyond basic comprehension.

For students who have been identified as having received ENL services for 7 or more years in our school, we will differentiate instruction, using multiple entry points, and ESL strategies. These students will be placed in small groups with the ENL teacher. The resources entitled: Rourke ELL Intervention Kits; and Finish Line for ELLs: English Proficiency Practice and ReadyGEN Sleuth will be used. The technology program, Imagine Learning English, will also be used because this program differentiates according to the level and skill of each student. They will also be given RTI and AIS support services.

The plan we have devised for Former ELLs is to provide support for them as they continue to receive services for two additional years. They will be given 2 periods a week of integrated ENL in ELA or in a Content Area. They will also have ELL testing accommodations. In addition, Former ELLs are used to help new ELLs acclimatize to their new surroundings. They are part of the buddy system strategy. Former ELLs are also invited to the afterschool program to help improve reading, writing and mathematics skills.

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.

According to Part 154, between 6 and 12 months, from the date of the superintendent's notification to the principal, parent, or guardian, the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the decision. The principal will consult with a qualified staff member, the parent or guardian and the student. If the principal, based on the recommendation of the qualified staff personnel and consultation with the parent/guardian believes that the child may have been adversely affected by the decision, the principal must provide additional support services to the student, and in addition, can reverse the decision within the same time period. If the principal's decision is to reverse the ELL status, she must consult with the superintendent or her designee.

Final decision notification must be in writing to the parent/guardian in the parent's preferred language within 10 school days.

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?

The plan devised for our ELL students with special needs is as follows: They will be serviced in small groups using age and grade appropriate materials, such as, visuals, manipulatives, and other ESL techniques with an emphasis on academic vocabulary development, which we will preteach. Scaffolding techniques are used extensively with ELLs identified as having special needs.

ENL teachers will make sure that everything taught is visual, skill-building and language based. The use of the buddy system to support our SWD will be utilized.

The materials used include, but limited to: ReadyGen, Words Their Way, Go Math!, Journeys guided reading, on students' grade level. For very low functioning SWD-ELLs, who are at the entering or emerging level, ReadyGen Phonics and Scaffolded Strategies Handbook will be utilized.

In addition, teachers will model correct answers for these ELLs and write it so they can copy the information. The use of question stems and Bloom's Taxonomy will be used to access higher-order thinking skills. They will participate in all activities that general education ELLs are privy to and will be assessed according to their IEP mandates.

The technology programs we use to help our ELLs with learning English as well as core content are: Imagine Learning English, Smarty Ants, Brainpop and Mathletics.

Chart 7 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?

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

### 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

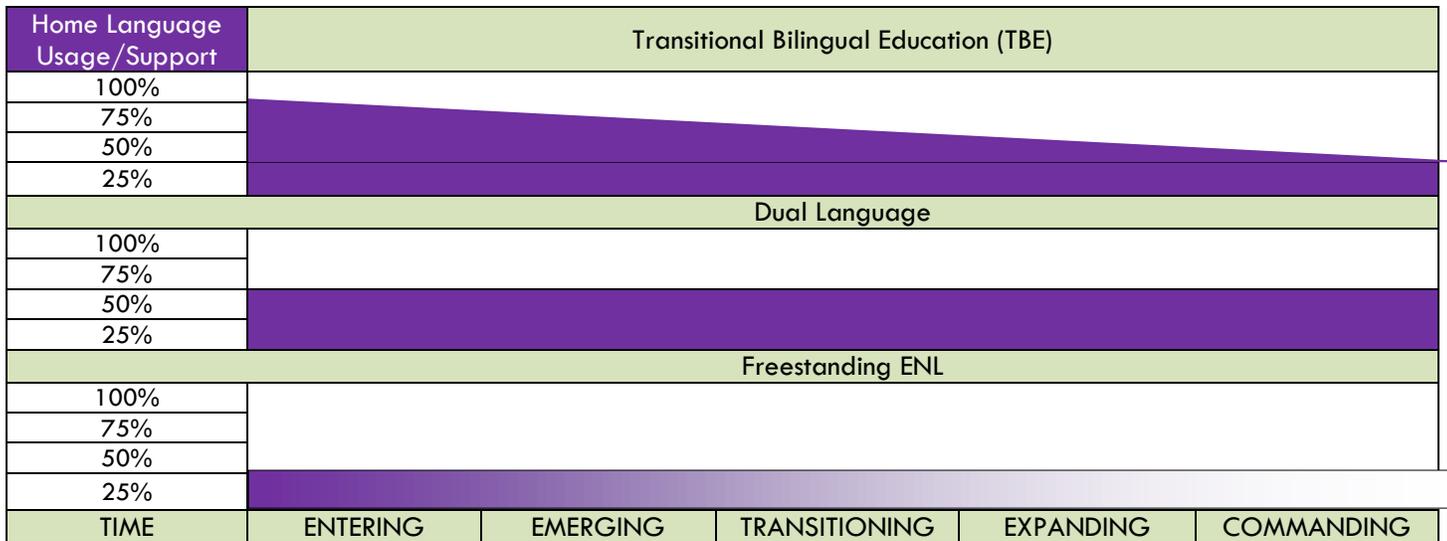


\*Note: “other approved services” does not apply to New York City at this time.

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

Intervention services is also offered in ELA and mathematics during and after school. The programs used for ELA are: Comprehensive Assessment of Reading Strategies (CARS); Strategies to Achieve Reading Success (STARS); Treasures Triumphs Intervention and New York Ready ELA. For mathematics, we use Strategies to Achieve Mathematics Success and Comprehensive Assessment of Mathematics Strategies to scaffold mathematics for our ELLs and Former ELLs. These programs are comprehensive ones that helps students acquire basic reading and mathematics skills. They offer intensive instruction to accelerate learning of those skills. The programs are designed to focus on phonemic awareness, phonics, vocabulary, comprehension and fluency. Mathematics focus on the concepts and skills that prepare students for the rigorous Common Core State Standards. The instruction is scaffolded with ample practice in those skills.

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

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

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

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of the current program is meeting the needs of the ELLs at our school because we have noted progress on the NYS ELA Test for the 2014 - 2015 school year. The curriculum followed during this past year showed significant promise for our ELLs due to the fact that they are progressing steadily toward language proficiency.
12. What new programs or improvements will be considered for the upcoming school year?  
We would like to improve our students' writing skills. Therefore, we are considering supplementing our ReadyGen writing program with Benchmark writing. This will be for all students, including ELLs for all grade levels.
13. What programs/services for ELLs will be discontinued and why?  
Not applicable.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs, general and special education students (SWD), are afforded equal access to all school programs. They are invited to participate in all after school programs offered on Mondays, Tuesdays, Wednesdays and Thursdays and some Saturdays during the school year. These programs include: AIS ELA, mathematics, 21st Century Clubs. In addition, ELLs will participate in all other school related programs, including Saturday Science Club. ELLs will go on trips with their classmates to Broadway plays, museums, aquariums, and farms.
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.  
We use the following instructional materials to support the learning of ELLs: classroom materials, i.e. leveled and other guided reading books in English and students' native language, manipulatives, supplemental materials—i.e., ESL software (Imagine Learning English), bilingual dictionaries/picture dictionaries, wall charts, word walls, pictures and other visuals, grammar student

books and workbooks, Newcomer kits, for the beginners—which include vocabulary development and conversation activities that cover basic grammar. In addition, we will be using ReadyGEN and GO Math, programs that align with the Common Core Standards that is supported by the DOE. ELLs also have access to the school-wide technology programs, e.g., Brainpop, Smarty Ants, myON reading, and Mathletics.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

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

19. What language electives are offered to ELLs?

N/A

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.)

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

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

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

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

At each workshop attendance is recorded.

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?

The professional development offered to teachers of ELLs to support CCLS are provided by the professional learning team, which includes the ENL coordinator, on questioning techniques, differentiated instruction, designing effective lessons, close reading, guided reading, etc. Professional development (PD) is offered on a monthly basis, and during professional development days to all teachers of ELLs. The focus topics include, but are not limited to: language acquisition in alignment with core content area instruction, best practices for co-teaching strategies, and integrating language and content instruction for ELLs.

Teachers will be trained on how to use ESL strategies to support CCLS instruction. They will be given opportunities to learn how to use student work, assessments, and technology to support ELLs as they deliver instruction.

The ENL coordinator will give teachers opportunities to ask specific questions regarding implementation of strategies in alignment with the CCSS. Teachers will use a "worksheet" to assess their ELLs and the strategies they applied. This will be discussed and teachers will collaborate on the most effective ways to help their English Language students.

The ENL coordinator will attend monthly professional development at the district level and will share information with all teachers at the school.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The support we offer staff to assist ELLs as they transition to middle school is to provide workshops that inform staff what programs are offered in middle school. We inform staff of the type of scores / grades are required for students to get into specialty middle schools / programs. Staff is provided with workshops so that they can inform ELLs of what is needed to succeed in middle school. ELLs are given information as to who the point person for the ENL program is in their particular choice of school.

In addition, the middle schools send representatives to our school to explain programs offered at their schools. Staff have an opportunity to understand what is being offered so they can help ELLs and their parents make informed choices.

We will create opportunities for 5<sup>th</sup> grade teachers to collaborate, discuss and plan how to help ELLs as they transition to middle school. Students will be provided with instructional strategies that will enable them to access content-specific curriculum and materials.

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.

During the professional learning periods, professional development will be provided for all teachers to address the needs of ELLs. The focus will be on learning about ELL language acquisition, best practices for co-teaching and integrating language and content instruction for ELLs. For the 50% professional development requirement for ENL teachers, the topics will include language acquisition in alignment with core content area instruction, best practices for co-teaching and integrating language and content instruction for ELLs.

An ELL Committee, made up of the supervisor of ELLs, the ENL coordinator, ELL teachers, parent coordinator, and paraprofessionals, will meet weekly to discuss ESL strategies, and best practices for ELLs in learning English, and other core content subjects. Teachers of ELLs will be given teacher-made worksheet for ELLs, designed to track progress of ELLs according to the issue and the ESL strategy applied.

In addition, the ENL coordinator will attend monthly district meetings to receive ELL-specific professional development.

Attendance sheets and agendas for each meeting will be kept on file.

### 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 staff (e.g., the ENL teacher, teacher, parent coordinator) will meet with the parents of our ELLs at least once a year, in addition to parent-teacher conferences, parent orientations, and other DOE scheduled meetings, to discuss the goals of the ENL program and their child's language development progress. In addition, the discussion will entail the results of the English language proficiency results (NYSELL, NYSESLAT), and the language development needs in all content areas. During the meeting, an interpreter/translator will be available at the parent's request. We will use the translation and interpretation services. We will meet with parents during Parent Engagement time, on Mondays throughout the entire school year, and attendance will be recorded.

For parents who are unable to attend on the days for parent engagement, other available days and times will be used to meet with the parents, to discuss their child's progress in English and other content areas. In addition, phone calls will be made and letters will be sent if it difficult for the parent to use the time set aside during parent engagement.

An attendance/sign-in sheet will be available at each meeting. Telephone logs will be used, and copies of letters will be kept on file.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure 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. The parental involvement provided at our school for our ELL parents is as follows: The parent coordinator provides ongoing workshops to enhance parenting skills and to inform parents of services available for them. The parent coordinator provides translation services for Spanish speaking parents. The parent coordinator also helps parents with the intake process, and will work with parents to complete forms, answer questions and helps with daily living skills. The parent coordinator will conduct an ENL class for parents on a weekly basis.

Parents are invited to volunteer as translators during meetings, i.e. Parent Association, Parent Teacher Conferences, and other school activities.

Parents are invited to participate in all parent activities in our school, e.g., Parent Book of the Month workshops (monthly), Cookshop for Families, Art and Technology workshops, Monthly Family Fun Night events for parents and students, ELA, Mathematics, Science and NYSESLAT Test Prep workshops, Pre-K Learning Through Play workshops, Prepare for the Future Night, eChalk computer program to foster communication between teacher and the home, monthly School Leadership Team meetings, Coffee and Conversation with the Principal, Family Movie Night, Pre-K and Kindergarten Orientations, and to help with school publications (e.g., pamphlets, monthly calendar, newsletters and letters to parents) which will be used to apprise parents of the important upcoming events including testing dates, school events and open school.

Parent are encouraged to volunteer to help during the school year.

There is also an ENL class for parents held on a monthly basis. The parent coordinator provides training in English for non-English speaking parents.

In addition, 21st Century organization will have workshops for the parents throughout the school year. These workshops will be based on the needs of the parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, the school partners with other agencies, such as, Department of Mental Health and Hygiene; The River Fund, local pantries and churches, United Federation of Teachers (UFT) and the local library. These agencies provide needed services for parents in the form of free turkeys, and other food items, clothes, and school supplies. They also provide information for parents to help their child with academics.
5. How do you evaluate the needs of the parents?

The needs of the parents are evaluated based on conversations between parents and parent coordinator; parents and classroom teacher; parents and administration; and parents and ENL teachers. Our evaluation process is informal. Parents usually inform the parent coordinator or the teachers of their needs, or we (parent coordinator, ENL and classroom teachers) observe if a parent is not understanding certain activities and address that uncertainty by way of a specific action, i.e. a workshop to explain and give more information. The parent will then let us know if their need was met, either verbally or in writing.

We take attendance at all of our functions/activities provided and based on the numbers will continue to provide the services or we will re-evaluate how beneficial the services are to our parent population and institute a change strategy as needed.

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

Our parental involvement activities are always based on the needs of the parents. Parents talk to us (parent coordinator, parent association members, administration, and staff) to inform us of their areas of need and their desire for particular types of activities. We then provide the services or activities to address their needs. According to the needs of the parents, i.e. desire to learn English, ways to help their children, etc., activities or workshops, Parent Association (PA) executive board is devised. Our PA coordinates activities for parents such as inviting community based organizations to give presentations, special guests to speak on topics relevant to the parents' needs.

#### **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: _		School DBN: _	
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)
Naomi Drouillard	Principal		10/30/15
P. Markham; H. Sosnovsky	Assistant Principal		10/30/15
E. Arnold	Parent Coordinator		6/26/15
S. Feggins	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
J. Sehn	Teacher/Subject Area		10/30/15
S. Gibson	Teacher/Subject Area		10/30/15
S. Bherwani	Coach		10/30/15
	Coach		1/1/01
S. Esposito	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
T. Winston	Other <u>IEP/SETSS</u>		10/30/15
D. Whitecavage	Other <u>Speech/Language</u>		10/30/15
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **27Q254** School Name: **The Rosa Parks School**  
Superintendent: **Mary Barton**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.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

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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.

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

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

Our school determines the primary language spoken by each parent through the Home Language Identification Survey, Part III. In addition, we use the RAPL report from ATS. In addition, our school determines if parents need language assistance to communicate effectively with the Department by asking them if they require such. This information is recorded.

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.

Parents' preferred languages for both written and oral communication are: Spanish, Chinese, Bengali, Urdu, Uzbek, Punjabi, Georgian, Punjabi, Russian, Burmese, Arabic, Lithuanian, Portuguese

## **Part B: Creating a Communications Calendar**

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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.)

The documents our school disseminates every year and require translation are as follows: open school week announcements, breakfast/lunch announcements, and calendars

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.

The face-to-face meetings our school have with parents during the school year include: Curriculum nights, parent teacher conferences, writing celebrations, awards assessments, Family Fun Night, Tip Top Tuesday, and IEP announcements / meetings.

## **Part C: Providing Language Assistance Services**

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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.

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

2. Describe 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.

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

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Our school will ensure that all staff members are aware of how to use translation services by providing training at staff meetings distributing and discussing the information provided in the Language ID Guide and T& I Brochure.

#### **Part E: Providing Notice of Language Assistance Services**

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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

Language Assistance Services information in the targeted languages will be posted near the entrance of the school, in the front lobby at all times, according to Chancellor's Regulations A-663. The Parents Bill of Rights, Welcome Poster and Parents' Bill of Rights will be used to inform parent population of the translation and interpretation services available.

#### **Part F: Monitoring and Quality Control**

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

The mechanisms we use at our school to gather feedback are: School Survey for Parents, Coffee and Conversation with the Principal; PA meetings, curriculum nights.