



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MIDDLE SCHOOL 254

DBN: 10X254

PRINCIPAL: WILFORD HEMANS **EMAIL:** WHEMANS@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2011 70% of the students will increase 2 Fountas and Pinnell reading levels.

Comprehensive needs assessment

- All students read below grade level.
- 83% of students perform below proficiency level on the State examination.
- Low performance noted for ELL and Special needs subgroups.

Instructional strategies/activities

- Provide guided reading instruction for all students.
- Supplement the ELA curriculum with academic vocabulary.
- Align the school, city and state curriculum with CCSS.
- Provide students with the opportunity to discuss, practice and reflect on effective strategies in ELA.
- Implement differentiated approaches in the teaching of English to the various subgroups.
- Effective and collaborative team planning among staff.
- Collaborative examination of students' work.
- AIS provision with focused support to the ELL and Special Education subgroups.

Strategies to increase parental involvement

- Provide new parents with an orientation to MS 254 which includes an introduction to core subject curriculum.
- Provide parental workshops and orientation on English Language Arts curriculum and assessments.
- Communicate with parents about their child's progress in ELA.
- Provide parents with the information and training needed to work with their children in order to improve their reading levels as well as their achievement level in literacy.

Strategies for attracting Highly Qualified Teachers (HQT)

- Provide evidence based feedback and support to teachers, thereby, aiding their professional growth.
- Provide internal as well as external school, network, and DOE professional development opportunities.
- Provide ongoing instructional support and training in the implementation of effective pedagogical practices.

Service and program coordination

- Parents and students are strongly encouraged to participate in at least one of the following programs in order to improve, deepen and strengthen their understanding and performance in English Language Arts. Programs include:
 - Saturday Academy
 - Extended Time Instruction
 - Circular Six
 - AIS
 - SES
 - Afterschool Clubs (TASC and 21st Century)

Budget and resources alignment

- Fair Student Funding
- Title 1
- SES
- SINI

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

By June 2011 the math median adjusted growth percentile will increase from 64 to 74.

Comprehensive needs assessment

- 59% of students perform below proficiency levels on the State assessments.
- Most subgroups performance are below that of the performance index according to the State's School Report Card
- Weak performance in Mathematics among ELL and Special Needs student subgroups.
- 69% of the population within our peer groups had a higher median adjusted growth percentile than we did.

Instructional strategies/activities

- Align the school, city and state's curriculum with the CCSS.
- Engage students in cognitively demanding mathematics tasks.
- Provide students with opportunities to reflect and discuss their understanding of various mathematical concepts.
- Implement differentiated instructional approaches.
- Weekly Team planning among staff.
- Collaborative examination of students' work.
- Implement at least one core curriculum task per semester.
- AIS provision to support the Special Needs subgroups.

Strategies to increase parental involvement

- Provide parental workshops and orientation on mathematic curriculum and assessments.
- Communicate with parents about their child's progress in Mathematics.
- Provide parents with information and training so that they can work with their children in improving their achievement levels in Mathematics.

Strategies for attracting Highly Qualified Teachers (HQT)

- Provide evidence based feedback to support teachers' professional growth.
- Provide internal and external school, network, as well as DOE professional development opportunities.

Service and program coordination

- Parents and students are strongly encouraged to participate in at least one of the following programs in order to improve, deepen and strengthen their understanding and performance in Mathematics. Programs include:
 - Saturday Academy
 - Extended Time Instruction
 - Circular Six
 - AIS
 - SES

Budget and resources alignment

- Fair Student Funding
- Title 1
- SES
- SINI

ANNUAL GOAL #3 AND ACTION PLAN**Annual Goal #3**

To increase by June 2012 the socio-emotional support for students through strengthening staff, student, parental/guardian relationships as evidenced by an increased score on the school environment survey.

Comprehensive needs assessment

- As described in our External School Curriculum Audit, there were several concerns regarding absenteeism, student behavior, student tardiness, and external disruptions.
- Last year, there were 109 safety and security incidents reported by the school.
- 73% of students feel that school personnel know their name or who they are.
- 50% of the students feel that students help or care about each other.

Instructional strategies/activities

- Help students build positive relationships with adults in the building by increasing and promoting the extra-curricular activities.
- Increase student participation in counseling services offered by community based organizations (Fordham Liberty Partnership, Talent Search, I Could Be Virtual Mentoring)
- Increase student participation in after school and Saturday extracurricular programs (21st Century Clubs, Sports Programs, ACDP (TASC), Music)
- Adoption of the Positive Behavioral Intervention Strategies program (PBIS).
- Celebration of student achievements with merit award, rewards, public acknowledgment (assemblies, awards, trips, public display of achievements).
- Increase Student Community Service activities (clothing and food drives, recycling, fundraisers and donations).

Strategies to increase parental involvement

- Students who are excessively late or absent due to family circumstances are identified and families contacted.
- Families are invited to conferences to discuss solutions and receive referrals to appropriate outside agencies for assistance.
- Establishing relationships with families through phone calls and home visits to increase awareness of student absenteeism and tardiness.

- Participation of parents/guardians in clothing and food drives, fundraisers and school events.
- Hosting of Parent Orientation, Parents Association meetings and workshops.

Strategies for attracting Highly Qualified Teachers (HQT)

- Provision of professional development and support, in PBIS as well as scheduled opportunities to collaborate.

Service and program coordination

- Fordham Liberty Partnership
- Talent Search
- I Could Be Virtual Mentorship
- 21st Century
- Brooklyn Empowerment Neighborhood Initiatives
- Positive Behavior Intervention Strategies Program

Budget and resources alignment

- Title 1
- 21st Century Funding
- Fair Student Funding
- AIDP

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2012 100% of teachers will participate in a minimum of four professional development activities related to improving instructions.

Comprehensive needs assessment

According to the reports of the Quality Review and External School Curriculum Audit, there is a need for:

- Decreasing student performance (17% proficiency) on the 2011 State ELA exam.
- Decreasing student performance (41% proficiency) on the 2011 State MATH exam.
- Information gathered from school performance assessment (report cards, progress reports, ESCA audit).
- Staff surveys conducted for Quality Review, and ESCA Audit.

Instructional strategies/activities

Provide Professional Development to support staff's understanding of effective teaching practices throughout the year by:

ELA Topic of Focus

- Academic Vocabulary, Guided Reading, Common Core Curriculum Literature, modifying and differentiating instruction for ELLs and SPED, Assessment for Diverse populations

ELA Methodology:

Phase 1: Modeling Curriculum Implementation (Professional Development)

Phase 2: Sharing Effective Teaching Strategies

Phase 3: Team Planning

Phase 4: Evaluation of Teaching Strategies

Phase 5: Math Topics of Focus: Numbers and Operations, Algebra, Differentiation, Assessment for Diverse Population

MATH Methodology

Phase 1: Curriculum Pacing and Alignment to State Standards

Phase 2: Implementing Differentiated Instruction with Academic Rigor

Phase 3: Team Planning

Phase 4: Evaluation of Teaching Strategies

Strategies to increase parental involvement

- Provide parents with the information and training needed to effectively become involved in their children's education and be able to work with them to improve their achievement levels in literacy and math
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Provide teachers with the opportunity for professional development and certification in high needs areas.
- Provide teachers the opportunity to participate in weekly team planning meetings, where they are able to share and implement effective teaching strategies and assessments.

Service and program coordination

- Internal PD and unpacking
- SES Teacher Training
- Network (FHi360)

Budget and resources alignment

- Title I
- Title II
- Part 154
- Network Funding and Resources

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	118	19	21	24	9	0	25	
7	90	60	21	24		0	24	
8	39	75	18	9		0	26	
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. Type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. When the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Saturday Program, Extended Day, Vacation Academics, Circular 6, AIS Teacher periods
Mathematics	Saturday Program, Extended Day, Vacation Academics, Circular 6, AIS Teacher periods
Science	Saturday Program, Extended Day, Vacation Academics, Circular 6, AIS Teacher periods
Social Studies	Saturday Programs, Extended Day, Vacation Academics, Circular 6, AIS Teacher periods
At-risk Services provided by the Guidance Counselor	Group Counseling, one to one counseling
At-risk Services provided by the School Psychologist	One to One
At-risk Services provided by the Social Worker	One to One

At-risk Health-related Services	One to One
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing 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;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X254_____

School Name: MS 254

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

MS 254 achieved a low 17% proficiency in ELA on the 2010-2011 NYS ELA Exam, and did not meet AYP all subgroups. According to data from the ESCA report, MS 254 demonstrated a need for improvement in student engagement, use of higher order thinking questions in literacy, alignment of ELA curriculum and lesson tasks to State standards; and greater collaboration of teachers for analysis of teaching and learning.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Interventions the school will implement to support improved achievement in the English Language Arts for grades 6-8 will include providing of professional development in the following areas:

- Development of a professional development action plan that includes the assessment of professional development needs, establishing of goals and benchmarks, setting timelines for improvement, and reflecting on outcomes and progress.
- Monthly interventions:
 - o Faculty conferences to address student and staff performance and progress.
 - o Establishing of monthly ELA professional development goals and objectives regarding target areas in reading and writing.
 - o Administration of monthly assessments and triennial assessments in curricula objectives and guided reading.
- Weekly interventions:
 - o Planning meetings after school to collaborate on the development of grade specific and school wide curriculum, teaching strategies, targeted assessments, and systems of data analysis.
 - o Subject meetings during and after school to reflect on the outcomes of curriculum, lessons, and assessments then develop next steps.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Title I funds for professional development will be utilized in the following manner:

- Per session compensation for teachers and staff to participate in professional development activities after school and on Saturdays. Professional development topics to include:
 - Guided Reading Planning
 - Universal Design for Learning
 - Modifying the Common Core for ELLs and Students in Special Education
 - Small Group Instruction
 - Strategies that Work Series
 - Using Technology for ELA Instruction
 - Managing Leveled Libraries
 - Alternate Assessment for Special Education ELLs
 - Differentiating Process and Product for ELLs
 - Reading for Information and Academic Vocabulary
 - and other professional development topics as necessary
- Per Diem compensation for substitute teacher coverage to cover teachers who are attending external professional development outside of the school building. External professional development provided by the school network FHi360, school district, and NYCDOE. Internal professional development provided by the ELA Chairperson, ELL Coordinator, Math Coach, and other school based personnel.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher-mentoring program that will be incorporated as part of the school's strategy for providing high quality professional development will include:

- The assignment of each new and developing teacher a mentor licensed in their subject area who demonstrates exceptional practice.
- Mentor-mentee meetings twice per week to discuss curriculum, lesson planning and implementation, student - performance, assessment, school operations, procedures, etc.
- Mentee-Principal meetings once per month to reflect on progress and discuss curriculum, lesson planning and implementation, student performance, assessment, school operations, procedures, etc.
- Participation of new teachers in subject meetings during and after school to examine student work, establish teaching and learning goals, and discuss teacher practice.
- Observation of new and developing teacher practice in the classroom to examine student engagement, teaching strategies and effective planning.
- The logging of mentor-mentee interactions and the recording of professional growth.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will notify parents about the school's identification for school improvement by:

- Scheduling and hosting bilingual parent meetings about school progress, assessment, and plans for improvement throughout the school year. Meetings to be presented by Parent Coordinator and other staff.
- Scheduling and hosting School Leadership Team meetings with parents to inform parents of school improvement.
- Sending letters and copies of the school report card home in the language indicated on their Home Language Survey.
- Posting the school report card and information about school improvement (in multiple languages) in visible public spaces within the school.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader FHi360	District 10	Borough Bronx	School Number 254
School Name MS 254			

B. Language Allocation Policy Team Composition [?](#)

Principal W. Hemans	Assistant Principal A. Pozo
Coach E. Douglas	Coach NA
ESL Teacher A. Aiken	Guidance Counselor NA
Teacher/Subject Area V. Dormer /ELA	Parent NA
Teacher/Subject Area NA	Parent Coordinator E. De Los Santos
Related Service Provider NA	Other NA
Network Leader NA	Other NA

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	436	Total Number of ELLs	123	ELLs as share of total student population (%)	28.21%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Personnel involved with the identification of ELLs include the school administration, ESL teachers, school secretary, testing coordinator and parent coordinator. The school identifies ELLs within the first 10 days of admission to school through parent and student interview, completion and review of the HLIS, and administering of the LAB-R exam (if required). Services are provided according to LAB R results and, upon which the school places students in appropriate classes and programs. There are two types of ELLs to identify: (1) ELL students enrolling for the first time (or students new to the New York City public school system) and (2) current ELLs (students who are already identified and have received services in New York City public schools). Both are identified by (1) reviewing their Home Language Identification Survey (HLIS), and then (2) administering the Language Assessment Battery Revised (LAB-R) test if necessary. Additional investigation is made into the students' records and exam history to determine if he or she requires an extension of ELL services depending on their NYSESLAT score. Annual evaluation of the school's NYSESLAT scores is made when analyzing the School Report Card and other accountability measures as a means of determining school and ELL student academic progress.

Personnel and Procedures: School Secretary, Parent Coordinator, Administration - Registration intake. Alert onsite ELL Coordinator of possible ELL students as determined by informal interview. ESL Teacher/ELL Coordinator (and Testing Coordinator) - Administer the HLIS to students' parent/guardian in the appropriate language. Analyze HLIS to determine LAB-R eligibility. Schedule for LAB-R if necessary. LAB-R is to be administered within 10 school days. Maintain a record of students tested with their parent/guardian name and contact information for audit.

2. Parent Program Choices - During the intake process, parents are informed of the program choices by the ESL Teacher and/or Parent Coordinator. As an initial invite, parents are asked to attend the Parent Program Selection Meeting with Video hosted by Parent Coordinator who also prepares ELL Family Letters for distribution to parent/guardians. Copies of records are kept on file. One copy for Parent Coordinator. One copy for ELL Coordinator. Additional outreach for parent attendance is conducted via phone and subsequent meetings are planned for Saturdays and other meeting times in the Fall or upon admission of new students.

3. The Parent Coordinator assists the ELL Coordinator with translation and distribution of the ELL Family Letters. Personnel maintains a record of students tested with the LAB-R, and after hosting of the parent selection video meeting, parents are sent the program selection form and letter with a request to return the signed letters to the school. Further followup is via phone by the Parent Coordinator to ensure return of the letters.

4. The ELL coordinator/ESL Teacher in addition to the school secretary or parent coordinator examines the HLIS immediately to see which languages have been checked off. If the parent/guardian checked "Other" for at least one box in the first section(questions 1-4) AND at least two boxes in the second section (questions 5-8), then the student is considered to have a home language other than English and must legally be tested with the Language Assessment Battery Revised (LAB-R). If the LAB-R indicates the student to be in need of ELL services and the parent has selected their desired instructional program (ESL only, bilingual or dual language), then the student is

placed according to that parent choice. Translation is provided in the native language of the parent if available.

5. Parents have both chosen ESL and bilingual programs for enrollment. Currently, MS 254 has 42 6th graders, 33 7th graders, 35 8th graders who are eligible for a Spanish bilingual program.

6. Program offerings are aligned with parent selections. MS 254 is currently in the process of implementing additional choices in bilingual education. Steps to initiate this alignment include: 1. Providing additional support in the native language for students in need of such services (by parent selection); 2. Review of parent selection of ESL vs. Bilingual services; 3. Review of budget allocations and additional funding for ELL services; 4. Professional development of teachers of ELLs in bilingual certification.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							31							31
Push-In							13	40	39					92
Total	0	0	0	0	0	0	44	40	39	0	0	0	0	123

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	136	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	23
SIFE	22	ELLs receiving service 4-6 years	59	Long-Term (completed 6 years)	35

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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	29	2	0	59	20	0	35	0	0	123
Total	29	2	0	59	0	0	35	0	0	123

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							42	33	35					110
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	7	4					13
TOTAL	0	0	0	0	0	0	44	40	39	0	0	0	0	123

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. MS 254 currently has two ESL general education self-contained classes in grade 6 and 2 other special education classes where ELLs are also represented. In grade 7 the school has one general education classes that receive push-in/pull-out ESL services, and 2 other special education classes where ELLs are represented. In grade 8 the school has one general education classes that receive push-in/pull-out ESL services, and 2 other special education classes where ELLs are represented.

b. MS254 employs block schedules where ELL students travel as a group on each grade. Within each class there exists ELLs of mixed proficiency levels.

a push-in/pull out model of ESL services, and students are programed heterogenously (mixed proficiency levels) within the grade level. ELL

2. In the 6th and 7th grade, all ELL students receive 8 periods of ESL (push-in)/ELA (self-contained). In the 8th grade, each ELL receives ESL according to their NYSESLAT proficiency level (4 periods for Advanced, 8 periods for Intermediate and Beginner).

3. Both Math and ELA utilize a workshop model that includes the delivery of a mini lesson, group/independent practice, share, and summary. These classes are generally scheduled in 90 minute blocks. Science uses an inquiry model with hands-on practice, experiments and lab work. Social Studies is regarded as study of non-fiction text and is generally taught by ELA teachers in a similar workshop model that incorporates more projects and document based questions. Science and social studies are generally scheduled in 45 minute blocks. The current instructional emphasis across all subjects is the implementation of explicit academic vocabulary instruction.

4. As MS 254 currently does not have certified bilingual personnel or a TBE program, there exists no mode of instruction or assessment in the native language (majority Spanish). This is an issue that MS 254 seeks to remedy. For now, students placed in the ESL self-contained class in need of native language support receive assistance from bilingual personnel who are not certified in bilingual education through scheduled push-in services.

5. MS 254 employs a number of instructional services to assist students at different levels of instruction and ability, including push-in and pull-out support, counseling, after school and Saturday instructional support, parental involvement/interventions and differentiation by classroom teachers. All students access these resources according to their level of need:

a. SIFE: Though MS 254 does not currently have SIFE students, the services provided to these students would include instructional support within the classroom in the content areas via push-in/pull out ESL services provided by certified ESL personnel or pull-out services (i.e. socioemotional/academic counseling) provided by our CBOs (Fordham Liberty Counseling, Teacher's College).

b. Newcomers: These students are grouped and serviced through push-in and pull-out instruction from certified ESL personnel and provided additional language support in Saturday Academy where they are grouped in an ESL class for reading and writing. Non-ESL certified personnel also provide supplementary instruction according to student needs.

A. Programming and Scheduling Information

c. 4-6 years: Many of our students fall into this category and are supported by the push-in/pull-out ESL instruction, Saturday Academy ESL and Math classes, after school homework help and academic clubs, and socioemotional/academic counseling provided by our CBOs.

b. Longterm ELLs: Many of these students in this category receive socioemotional/academic counseling provided by our CBOs. They are also provided academic support via push-in/pull out ESL services, Saturday Academy and after school classes in math and ELA.

6. This year in ELA, MS 254 has restructured its ELA curriculum to target the following areas of great importance to all students, but especially for ELL students with learning disabilities:

Fountas and Pinnell reading assessment to assess the reading level of each student and Guided Reading instruction to address the student's reading deficiencies at their specific reading level. We currently utilize materials from Reading A-Z.

Academic Vocabulary growth through non-fiction reading through the use of materials from Word Generation which requires students to engage in contemporary issues through reading non-fiction text, academic vocabulary exercises, and written response.

7. After IEP reevaluation and recommendations from those involved in the IEP process (SBST, SPED personnel), some students may be mainstreamed for specific subjects (i.e. math) or all subjects with resource room support. Ms 254 also has a CTT class in the 7th grade where according to the IEP, ELL students with learning disabilities students may be placed with ESL support.

Courses Taught in Languages Other than English ⓘ

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

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

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

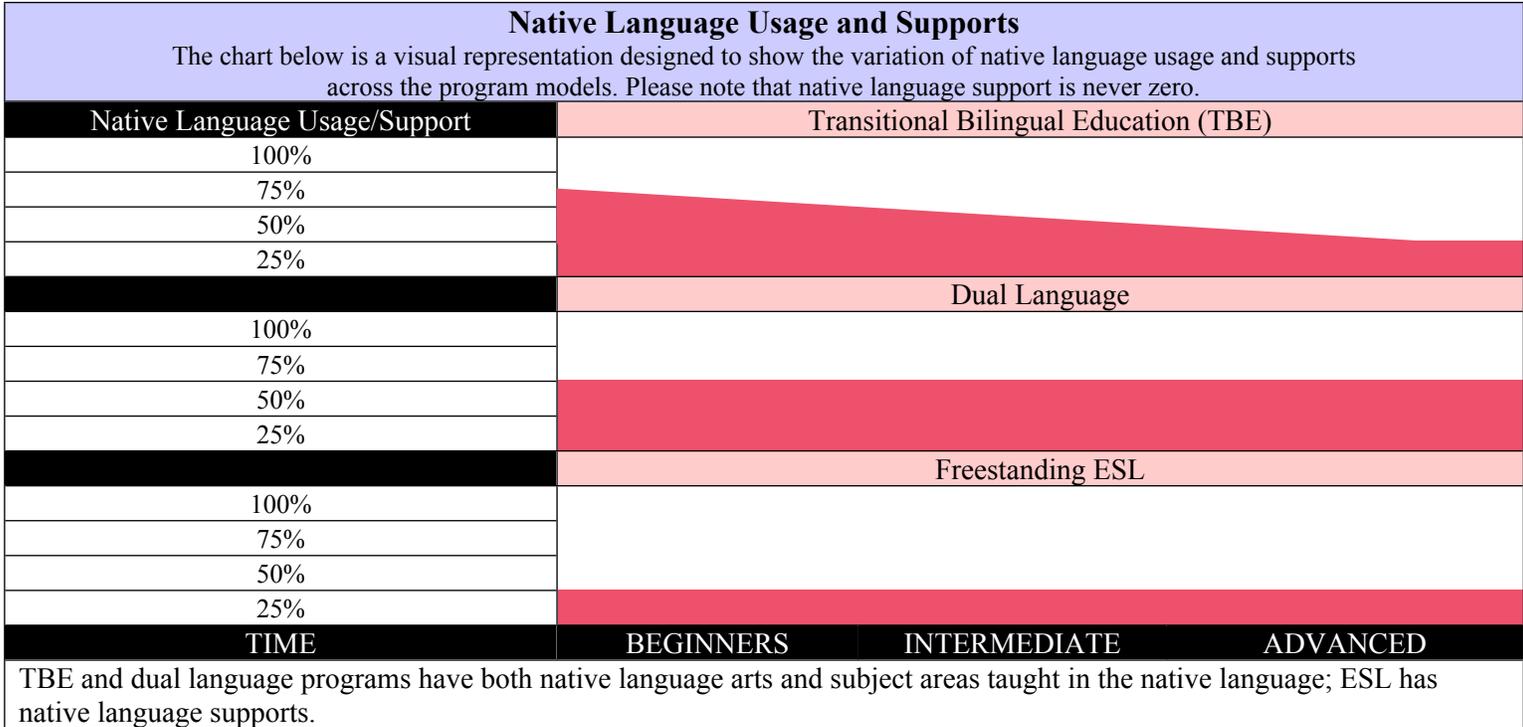
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted intervention programs for ELLs in math, ELA, and other content areas include

- Extended Day (math/ELA), targeting all ELLs with emphasis on newcomers
- After school clubs or small group instruction (ELA, math, science), targeting all ELLs with emphasis on newcomers and long term ELLs
- Saturday Academy (ELA, math), strong emphasis on newcomers
- Teacher's College ELL STEPS program (SS), emphasis on ELLs with 4 or more years of English (4-6 and longterm)
- Socioemotional/academic counseling from Fordham Liberty Partnership, strong emphasis on long term ELLs

All of these interventions are provided in English with support in Spanish from bilingual personnel.

9. Depending on their academic strength in ELA or Math, students reaching proficiency on the NYSESLAT may remain in the self-contained ESL setting or may be placed in the mainstream setting with push-in academic or ESL support.

10. A strong push is being made for the following improvements to the instruction of ELLs at MS 254:

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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- Socioemotional/academic counseling from Fordham Liberty Partnership, strong emphasis on long term ELLs

All of these interventions are provided in English with support in Spanish from bilingual personnel.

9. Depending on their academic strength in ELA or Math, students reaching proficiency on the NYSESLAT may remain in the self-contained ESL setting or may be placed in the mainstream setting with push-in academic or ESL support.

10. A strong push is being made for the following improvements to the instruction of ELLs at MS 254:

- Reestablishment of an transitional Spanish bilingual education program through the hiring of qualified personnel with bilingual certification.
- Increase hiring of ESL certified personnel and/or personnel with a strong performance record in teaching ELLs, especially ELL-SWDs.
- A change in programming/scheduling formats to allow for ELL students of high academic ability to take part in honors classes regardless of self-contained ESL placement.
- Increase of school based and outside professional development of teachers of ELLs.
- Improvement of our identification process and service of ELL parents.

11. There are no plans for further discontinuance of ELL programs at this time.

12. Students are recruited for participation on after school programs through classroom presentations, postings, and strong outreach to parents during school events, flyers, and parent calls. Equal access is afforded to all students and teachers are instrumental in pushing for ELL participation. After school programs available for ELLs include:

21st Century Clubs - students participate in after school small group academic clubs in the content areas (i.e. Science club) throughout the week.

Saturday Academy - students participate in math and ESL/ELA programs (provided by Learn-it) on Saturdays from 9-1pm.

TASC /ACDP (Assoc. of Progressive Dominicans) - provide after school homework help and recreational programs 4 days a week.

13. Reading A-Z and Word Generation are used to help students .

14. In the ESL classroom, native language support and development is delivered by allowing students the opportunity to explore appropriate middle school level text in their native language (Spanish). These texts can be found in our school library and in various locations in the school. Specific in the content area of math, students are provided Spanish language textbooks and materials in alignment with the current curriculum. In ELA and SS, students are provided with literature and materials in the native language (Spanish) as a curricula support in reading and writing.

15. All support services and resources are age appropriate for middle school students. Materials and student resources used in the classroom span grade levels 4 to 9.

16. The school is planning to host the following activities At the beginning of the school year, MS 254 provides parents of newly enrolled ELL students with general and curricular information about MS 254 community and detailed information each grade's instructional expectations.

17. N/A

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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- After school clubs or small group instruction (ELA, math, science), targeting all ELLs with emphasis on newcomers and long term ELLs
- Saturday Academy (ELA, math), strong emphasis on newcomers
- Teacher's College ELL STEPS program (SS), emphasis on ELLs with 4 or more years of English (4-6 and longterm)
- Socioemotional/academic counseling from Fordham Liberty Partnership, strong emphasis on long term ELLs

All of these interventions are provided in English with support in Spanish from bilingual personnel.

9. Depending on their academic strength in ELA or Math, students reaching proficiency on the NYSESLAT may remain in the self-contained ESL setting or may be placed in the mainstream setting with push-in academic or ESL support.

10. A strong push is being made for the following improvements to the instruction of ELLs at MS 254:

- Reestablishment of an transitional Spanish bilingual education program through the hiring of qualified personnel with bilingual certification.
- Increase hiring of ESL certified personnel and/or personnel with a strong performance record in teaching ELLs, especially ELL-SWDs.
- A change in programming/scheduling formats to allow for ELL students of high academic ability to take part in honors classes regardless of self-contained ESL placement.
- Increase of school based and outside professional development of teachers of ELLs.
- Improvement of our identification process and service of ELL parents.

11. There are no plans for further discontinuance of ELL programs at this time.

12. Students are recruited for participation on after school programs through classroom presentations, postings, and strong outreach to parents during school events, flyers, and parent calls. Equal access is afforded to all students and teachers are instrumental in pushing for ELL participation. After school programs available for ELLs include:

21st Century Clubs - students participate in after school small group academic clubs in the content areas (i.e. Science club) throughout the week.

Saturday Academy - students participate in math and ESL/ELA programs (provided by Learn-it) on Saturdays from 9-1pm.

TASC /ACDP (Assoc. of Progressive Dominicans) - provide after school homework help and recreational programs 4 days a week.

13. Reading A-Z and Word Generation are used to help students .

14. In the ESL classroom, native language support and development is delivered by allowing students the opportunity to explore appropriate middle school level text in their native language (Spanish). These texts can be found in our school library and in various locations in the school. Specific in the content area of math, students are provided Spanish language textbooks and materials in alignment with the current curriculum. In ELA and SS, students are provided with literature and materials in the native language (Spanish) as a curricula support in reading and writing.

15. All support services and resources are age appropriate for middle school students. Materials and student resources used in the classroom span grade levels 4 to 9.

16. The school is planning to host the following activities At the beginning of the school year, MS 254 provides parents of newly enrolled ELL students with general and curricular information about MS 254 community and detailed information each grade's instructional expectations.

17. N/A

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. The school provides parental workshops and orientations in subject areas across the curriculum. Communicate with parents about their child's progress across the content areas. Provide parents with the information and training needed to work with their children in order to improve their achievement levels in literacy.
2. The school partners with Fordham University (academic and socioemotional counseling services), Association of Progressive Dominicans, Learn-it SES Provider, and Teacher's College to provide academic and extracurricula support.
3. The needs of parents are evaluated through surveys conducted by our CBOs and Parent Coordinator in addition to feedback gathered at parent meetings and orientations.
4. Parents socioemotional needs are targeted through CBO involvement and their instructional and learning needs are targeted through services by our parent coordinator. MS 254 is planning to host two information sessions target to ELL parents scheduled for this winter and spring.

Like all parents, parents of ELLs have open door access to school staff with whatever questions/concerns need to be addressed. Moreover, the parent coordinator is fully and earnestly involved in providing a conduit for parents who experience difficulty navigating/understanding the inner workings of the system. Through conversations shared among staff, parent workshops and orientations we are able to accurately assess and evaluate the needs of parents. Further, many of our bi-lingual staff members assist in Spanish-English translation of documents and/or facilitating conversations between staff, parents and non-English speaking students.

C. Schools with Dual Language Programs

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

MS 254 does not have a Dual Language Program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. ELA, SS and ESL teachers engage in professional development on a weekly basis in grade and team planning meetings. These meetings are for teachers to learn and apply new skills for helping ELLs, SWDs, and at-risk students. Topic of study for this school year include Fountas & Pinnell reading assessment, Guided Reading, reading strategies for non-fiction text, and academic vocabulary. Professional development is provided within the school and by our network and central offices. Math and Science teachers engage in outside professional development. Topics for this year include Core Curriculum Math standards and differentiation.
2. In our grade and subject meetings, there is articulation across grade and content areas to discuss ELL instructional strategies for the purpose of building ELL support across the curriculum. Workshops and conferences are provided to inform differentiated professional development in critical areas. Teachers articulate, plan and share best practices. Regular subject and grade meetings place emphasis placed on teachers' developing lesson plans that focus on the various performance indicators.
4. At this time, MS 254 is collaborating with the network to coordinate the mandated 7.5 hours of training for all staff by the spring.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. The school provides parental workshops and orientations in subject areas across the curriculum. Communicate with parents about their child's progress across the content areas. Provide parents with the information and training needed to work with their children in order to improve their achievement levels in literacy.
2. The school partners with Fordham University (academic and socioemotional counseling services), Association of Progressive Dominicans, Learn-it SES Provider, and Teacher's College to provide academic and extracurricula support.
3. The needs of parents are evaluated through surveys conducted by our CBOs and Parent Coordinator in addition to feedback gathered at parent meetings and orientations.
4. Parents' socioemotional needs are targeted through CBO involvement and their instructional and learning needs are targeted through services by our parent coordinator. MS 254 is planning to host two information sessions targeted to ELL parents scheduled for this winter and spring.

Like all parents, parents of ELLs have open door access to school staff with whatever questions/concerns need to be addressed. Moreover, the parent coordinator is fully and earnestly involved in providing a conduit for parents who experience difficulty navigating/understanding the inner workings of the system. Through conversations shared among staff, parent workshops and orientations we are able to accurately assess and evaluate the needs of parents. Further, many of our bi-lingual staff members assist in Spanish-English translation of documents and/or facilitating conversations between staff, parents and non-English speaking students.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							13	15	18					46
Intermediate(I)							14	8	9					31
Advanced (A)							17	17	12					46
Total	0	0	0	0	0	0	44	40	39	0	0	0	0	123

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							9	5	3				
	I							23	7	6				
	A							5	17	12				
	P							4	4	10				
READING/ WRITING	B							9	8	9				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I							14	6	10				
	A							14	16	11				
	P							4	3	1				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	22	12	2		36
7	19	10	0		29
8	11	17	0		28
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	9		18		16				43
7	11		13		10		4		38
8	10		17		16				43
NYSAA Bilingual Spe Ed									0

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

In ELA, MS 254 utilizes the Fountas and Pinnell reading assessment, departmental assessments, and NYCDOE Acuity assessments. In Math, the school utilizes departmental assessments and NYCDOE Acuity assessments. At MS 254 ELLs are currently performing below standard in ELA, with only 2 students performing at level 3. Based on the outcomes of these assessments, we were able to develop strategic instructional plans of action to support achievement gaps. Aspects of the curriculum now include the use of targeted reading assessments, guided reading, and an program of academic vocabulary.

2. Data patterns reveal that ELL students continue to struggle in English Language Arts - particularly in the areas of critical analysis

Additional Information

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

IS 254 is in need of a certified bilingual teacher to fulfill the 360 minutes/180 minute NLA mandate. The school continues to search and for qualified personnel and budget allocations to adequately address the needs of ELLs with additional ESL and bilingual services.

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	12		5	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

Additional Information

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

IS 254 is in need of a certified bilingual teacher to fulfill the 360 minutes/180 minute NLA mandate. The school continues to search and for qualified personnel and budget allocations to adequately address the needs of ELLs with additional ESL and bilingual services.

Part VI: LAP Assurances

School Name: MS 254

School DBN: 10x254

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
W. Hemans	Principal		1/1/01
	Assistant Principal		1/1/01
E. De Los Santos	Parent Coordinator		1/1/01
A. Aiken	ESL Teacher		1/1/01
	Parent		1/1/01
V. Dormer	Teacher/Subject Area		1/1/01
P. Mboup	Teacher/Subject Area		1/1/01
E. Douglas	Coach		1/1/01
I. Portes	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x254 **School Name:** MS 254

Cluster: 2 **Network:** FHI

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

Part A: Needs Assessment Findings

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

MS 254 uses quantitative data gathered from ATS, the Home Language Surveys of newly enrolled students, Progress Report Parent Surveys, and qualitative data gathered from parent, teacher, and guidance, parent coordination feedback. MS 254 also relies on its partnerships with SES providers and its CBOs who gather information regarding social services needed by parents in the community.

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

As per our Home Language Surveys, the majority of our student's parent/guardian language needs (beyond English) is written and oral translation in Spanish. From our home language surveys, we have also gathered data about a growing number of students and parents from other African language groups in need of oral and written translation.

In the 2011-2012 school year, the general understanding of the language needs for written translation and oral interpretation were communicated to staff in the beginning of the school year during our School Opening Professional Development meetings along with other information concerning ELL and immigrant student needs. Additional findings reported on the LAP and other data are reported to staff, parents, and community liaisons to the general school community via verbal and written communication conducted by the administration at LAP Team meetings, Inquiry Team meetings, and ELL meetings; and data presentation meetings with CBOs, and by the Parent Coordinator during parent orientations.

Part B: Strategies and Activities

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

The school has identified a need for written Spanish interpretation and translation, and a need for written translation and interpretation services for speakers of African languages (i.e. Fula, Mandika, Susu). In response to this need, the school translates all written material (flyers, letters, notices, etc.) distributed to parents into Spanish and simultaneously distributes it with English language material. These written translation services are provided by school staff. As many African languages are not written languages, written translation is often provided in French if there is knowledge of that parent being literate in that language. Oral interpretation in an African language is then instead provided via phone or personal meeting by two staff members fluent in the African languages of Senegal and Guinea. Although we are not currently in need of translation services in Albanian and Cambodian this school year, we currently have staff members fluent in these languages who have been instrumental in providing written translation services in the past.

This school year, the school will publicly post the availability of written translation services and offer such services to parents at the following parent-school interactions: Parent Orientation, ELL Parent Orientation, Parent Teacher Conferences, Subject Conferences, IEP Meetings, meetings regarding student progress and conduct, home visits, and other general informational interactions.

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

The school has identified a need for oral Spanish interpretation, and a need for oral translation and interpretation services for speakers of African languages (i.e. Fula, Mandika, Susu). In response to this need, the school utilizes Spanish speaking school staff members for oral interpretation via phone, parent orientation meetings, interviews and other meetings. These include home calls, home visits, IEP meetings, presentations, etc. For speakers of African languages, the school utilizes two staff members fluent in the languages of Senegal and Guinea for oral interpretation via phone and during parent meetings such as home calls, visits, IEP meetings, presentations, etc. If parents are of a different language group, but are knowledgeable of French, these staff members are also able to assist. Although we are not currently in need of translation services in Albanian and Cambodian this school year, we currently have staff members fluent in these languages who have been instrumental in providing written translation services in the past. If the parent requires language services unavailable at the school, it will refer and facilitate contact with the DOE Translation and Interpretation Unit.

This school year, the school will publicly post the availability of oral interpretation services and offer such services to parents at the following

parent-school interactions: Parent Orientation, ELL Parent Orientation, Parent Teacher Conferences, Subject Conferences, IEP Meetings, meetings regarding student progress and conduct, home visits, and other general informational interactions.

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

The school fulfills its obligation to Chancellor's Regulation A-663 as such: 1. The primary language spoken by the parent of each student enrolled in the school is determined by parent registration questionnaire, the Home Language Survey, and interview upon registration of parent orientation. If the such language is not English, staff (Parent Coordinator, School Secretary, Pedagogue, or Administrator) determines whether the parent requires language assistance in order to communicate effectively with the school. The school shall maintains this information about the primary language of each parent in ATS and on the student blue emergency card.

Parents are initially notified of the availability of language translation and interpretation services available at MS 254 at Opening School Week Parent Orientation meetings and ELL Parent Orientations. Subsequently parents are also made aware of services available via public postings (near primary entrances), parent letters and communications generating from the Parent Coordinator throughout the year (i.e. Parent Teachers Conferences and Subject Orientations). Additionally, parents are notified of their rights to translation and interpretation services via distribution of the NYCDOE Bill of Parent Rights and Responsibilities which describe rights regarding such services. For language services in languages unavailable at the school, the school requests assistance from the Translation and Interpretation Unit for translation into such languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: MS 254	DBN: 10
Cluster Leader: BRIAN KAPLAN	Network Leader: MICHAEL SELKIS
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> *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 checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> *6 <input type="radio"/> *7 <input type="radio"/> *8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 7

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: Student Development Mission: Middle School 254 is striving to provide educational opportunities and experiences for English Language Learners (with an emphasis on those with less than 6 years) that will empower each student to develop their academic and socio emotional potential.

Instructional Mission: To provide regularly scheduled school based opportunities for the enrichment of ELL students (with an emphasis on those with less than 6 years who will benefit from English-Spanish bilingual instruction. Such offering shall be well planned, meaningful and comprehensive.

Needs Assessment (Rationale): Middle School 254 instructional and professional development plan will be based on the following assessments:

- District, City, and State directives to improve instruction of ELLs.
- Low student performance measures and standardized assessments
- School performance assessments (Report Card, Progress Report, ESCA Audit)
- In response to a need to improve the school's bilingual educational program for ELLs.
- Reviewed input from staff, students and parents through various meetings.
- Parent, staff, and student surveys conducted for the needs assessment at each school.

Description: Staff will organize ELL students (especially those with less than 6 years who will benefit from English-Spanish bilingual instruction) for small group instruction during, after school, and on Saturdays to produce curriculum related reading and writing projects and assignments.

Subgroups: ELLs with 0-6 years who will benefit from English-Spanish bilingual instruction.

Levels: Newly arrived ELLs, students scoring B and I on the NYSESLAT exam and/or scoring level 1 on the NYS ELA exam.

Student Development Mission: Middle School 254 is striving to provide educational opportunities and experiences for English Language Learners (with an emphasis on those with less than 6 years) that will empower each student to develop their academic and socio emotional potential.

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- In response to a need to improve the school's bilingual educational program for ELLs.
- Reviewed input from staff, students and parents through various meetings.
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Description: Staff will organize ELL students (especially those with less than 6 years who will benefit from English-Spanish bilingual instruction) for small group instruction during, after school, and on Saturdays to produce curriculum related reading and writing projects and assignments.

Subgroups: ELLs with 0-6 years who will benefit from English-Spanish bilingual instruction.

Levels: Newly arrived ELLs, students scoring B and I on the NYSESLAT exam and/or scoring level 1 on the NYS ELA exam.

Language of Instruction: English and Spanish

Number of Certified Teachers: up to 4 ESL Certified Teachers and other certified teachers serving ELLs

Types of Materials: English and Spanish math and language arts materials (ex. Via Libre Spanish Language Arts; Writer's Express, Guided Reading Materials, Impact Math)

Target Outcomes:

- Students will demonstrate increased learning due to the use of expanded strategies in instruction as measured on departmental assessments.
- Students will improve their writing, reading comprehension, and decoding skills as measured by departmental and State assessments.
- See measurable goals in the Action Plan below

Action Plan for Student Development:

- Plan and conduct regularly scheduled school based small group instruction in English and Spanish during, after, and on Saturdays.
- Organize students into small groups to plan and produce ELA and NLA (Spanish) curriculum related reading and writing projects aligned to and reflective of instructional standards.

Part B: Direct Instruction Supplemental Program Information

-Prepare students to utilize technology to produce ELA and NLA curriculum related reading and writing projects.

-Timeline: December to June

-Personnel: ESL/ELA staff (including Ms. Douglas, Mr. Arrendell, Ms. Vilpin, Mr. Farez, Ms. Akien)

-Budget: 70% of Title III Funding (\$10,500) for personnel and materials. [REDACTED]

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: Needs Assessment (Rationale): Middle School 254 instructional and professional development plan will be based on the following assessments:

-District, City, and State directives to improve instruction of ELLs.

-Student performance measures and standardized assessments

-Low school performance assessments (Report Card, Progress Report, ESCA Audit)

-In response to a need to improve the school's bilingual education program for ELLs.

-Reviewed input from staff, students and parents through various meetings (including School Leadership Team)

-Parent, staff, and student surveys conducted for the needs assessment at each school.

Personnel: ELA Department Chair, ELL Coordinator, ELA/ESL Teachers

Schedule/Duration: Monthly sessions from October to June; Individual sessions to span 1-2 hours.

Professional Development Action Plan (Topics to be covered):

1. Plan and conduct regularly scheduled school based professional development in the following areas to support instruction for ELLs of 0-6 years who would benefit from English-Spanish bilingual instruction and all ELLs needing additional support in English language reading and writing. Topics include:

-Guided Reading Planning

-Modifying the Common Core for ELLs

Part C: Professional Development

-Small Group Instruction

-Using Technology for ELL Instruction

-Managing Leveled Libraries for ELLs

-Alternate Assessment for Special Education ELLs

-Differentiating Process and Product for ELLs

Reading for Information and Academic Vocabulary

2. Provide long term, common planning opportunities for teachers. Topics to include the planning of CCCS aligned lessons, activities, and assessments reflective of the above professional development.

3. Staff will plan and produce ELA/ESL/NLA curriculum related reading and writing projects aligned to and reflective of professional development learnings.

4. Prepare students to utilize technology to produce ELA/ESL/NLA curriculum related reading and writing projects.

Budget: 30% of Title III Funding (\$4,500) for personnel and materials.

Providers: FHi 360 network provider; NYCDOE, ELA Department Chairperson, ELL Coordinator, and other outside providers as available.

Target Outcomes

By June of 2012, 100% of ELA staff members will have participated in a minimum of 3 professional development activities related to improving instruction for ELLs. The staff will be given the opportunity to participate in regularly scheduled, school based, well planned professional development led and/or facilitated by the ELA Department Chairperson, ELL Coordinator, and FHi 360 network provider.

By June of 2012, 100% of ELA staff members will have participated in some form of common planning activities related to improving instruction for ELLs. The staff will be given the opportunity to participate in regularly scheduled planning sessions.

By June 2012, 100% of ELA staff will participate in a workshop on administering reading assessments and planning for guided reading. Grades 6-8 teachers will be provided Fountas and Pinnell Benchmark Assessment and Guided Reading training.

By June 2012, MS 254 will develop a written plan to reestablish its bilingual education program for the coming school year. The administration will allocate funds and work in tandem with ELL personnel to determine the number of students in need of bilingual Spanish services, hire bilingual certified personnel and/or support teachers in obtaining bilingual certification, and schedule a TBE program.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: MS 254 will utilize Title III funding to fulfil ELL Parent Orientation and Notification activities during and after school and on Saturdays as necessary to be scheduled throughout the year.

Needs Assessment (Rationale): Middle School 254 ELL parent engagement plan will be based on the following assessments:

- District, City, and State directives to improve ELL parent notification procedures.
- Reviewed input from staff, students and parents through various meetings.
- Parent, staff, and student surveys conducted for the needs assessment at each school.
- School performance assessments (Report Card, Progress Report, Audit)
- Temporary discontinuance of school's bilingual educational program for ELLs.

Topics and activities to include:

- ELL Parent Notification Meetings (Orientation; Program Selection, etc.) on Saturdays and after school
- ELL Parent Information Meetings (Student Performance, Curriculum Requirements) on Saturdays and after school
- ELL Parent Learning Opportunities (Adult ESL, ARIS Training, Technology) on Saturdays and after school

Providers: ELL Coordinator, Parent Coordinator, Fhi 360, ESL/ELA Teachers, ELA Department Chairperson, BENI (Brooklyn Empowerment Neighborhood Initiative, a grant partnership service provider).

Schedule: September to June; As determined by ELL intake process - including Saturdays and weekdays after school on a monthly basis.

Part D: Parental Engagement Activities

Notification: Parents will be notified by ELL Coordinator, Parent Coordinator; and/or Office Personnel (including Administrative Staff) via flyer, letter, phone call, and/or Phone Master messaging service. Additionally, notification of ELL Parent Activities shall be published in the school's monthly calendar and publicized by the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	14500	\$10,500 in per session compensation for teachers to provide small group instruction during school, after school, and during Saturdays to targeted ELLs; and for ELL teachers to participate in conducting Parent Orientations on Saturdays and after school. \$4,000 in per session compensation for teachers to participate in after school and Saturday professional development.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		Instructional materials in the form of trade books for guided reading for low level ELLs in English and Spanish provided by Lee and Low Books and Evan Moor. Instructional materials in the form of notebooks, pencils, pens, paper, and other supplies to be used by students during classroom instruction.
Educational Software		

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL	15000	