



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: 10X254

PRINCIPAL: WILFORD HEMANS

EMAIL: WHEMANS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

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/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2013 the math adjusted median growth percentile for our lowest third will increase from 55.8 to 60.8%.

Comprehensive needs assessment

- 49% of students performed at proficiency levels on the State assessment.
- 24% of students with disabilities and 40% of ELLs performed at or above proficiency.
- Weak performance in Mathematics among ELL and Special Needs student subgroups.
- 38% of the Black and 46% of the male subgroups performed at or above proficiency.

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 subject team planning meetings.
- Collaborative examination of students' work.
- Implement at least two core curriculum tasks per semester.
- AIS provision to support the ELL and 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.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

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:

- Extended Time Instruction
- After school tutoring
- AIS

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2 <p style="text-align: center;">By June 2013, the ELA adjusted median growth percentile for our lowest third will increase from 70% to 75%.</p>
Comprehensive needs assessment <i>in relation to State academic content and student achievement standards.</i> <ul style="list-style-type: none">• 88% of students performed below reading grade level on the DRP.• An analysis of the DRP scores and running records show that most of the students can decode but , have an issue with comprehension.• Low state exam ELA performance noted for ELL and Special Needs subgroups.
Instructional strategies/activities <ul style="list-style-type: none">• Provide guided reading/writing instruction for all students.• Embed academic vocabulary within the curriculum.• Align the school curriculum with the CCSS.• Provide students the opportunity to discuss, practice, and reflect on effective strategies in ELA.• Implement differentiated instruction and scaffolds in teaching to the various subgroups.• Effective and collaborative team planning among staff.• Collaborative examination of students' work.
Strategies to increase parental involvement <ul style="list-style-type: none">• Provide new parents with an orientation to MS 254 that includes information on the CCSS and our curriculum alignment.• Provide 250 parents with licenses to utilize Achieve 3000 with their child or for personal growth.• Communicate with the parents regarding their child's' performance via progress reports quarterly.• Provide parents with information and training needed to work with their child at home to further their reading levels and overall achievement in literacy.
Budget and resources alignment <ul style="list-style-type: none">• Indicate your school's Title I status: X <input type="checkbox"/> School Wide Program (SWP) <input type="checkbox"/> Targeted Assistance Program(TAP) <input type="checkbox"/> Non-Title I • Select the fund source(s) that your school is using to support the instructional goal. <u> X </u> Tax Levy <u> X </u> Title I <u> </u> Title IIA <u> X </u> Title III <u> X </u> Grants <u> </u> Other

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:
 - Extended Time Instruction
 - Afterschool Clubs (TASC and 21st Century)
 - ESL parent classes

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

To increase the socio-emotional support for students through strengthening staff, student, parent/guardian relationships as evidenced by the decrease in number of OORS and suspension reported as of 6/28/13.

Comprehensive needs assessment

- As described in our NY City progress reporting survey, attendance records and OORS reporting, there were several concerns regarding student behavior, student tardiness and external disruptions.
- Last year, there were 111 safety and security incidents reported by the school.
- Last year, there were 28 superintended suspensions.

Instructional strategies/activities

- Help students build positive relationships with adults in the building by increasing and promoting extra-curricular activities; such as, student government, school dances, spirit days, anti-bullying bulletin boards and activities, Respect For All Week, guidance workshops in classrooms, etc.
- Increase student participation in counseling services offered by SBST, school guidance, volunteers, referrals to outside agencies, etc.
- Increase student participation in after school and Saturday extracurricular programs; such as, 21st century club, ACDP (TASC), music, etc.
- Use the Positive Behavioral Intervention Strategy book created by our school social worker, (PBIS).
- Celebration of student achievement with merit awards, public acknowledgement, (assemblies, awards, trips, parties, etc.).
- Increase community service activities such as clothing and food drives, recycling, fundraisers, donations, working in a church food shelter, etc.
- To help facilitate these activities all staff members will be involved in this ongoing process until June 26, 2013. Mr. Piloco (AP), and Ms. Sandoval (social worker), will be the point persons for all staff members.

Strategies to increase parental involvement

Parents will be invited to award ceremonies, assemblies, parent orientation, open school day and night, workshops, ESL classes, etc via multilingual backpacking, mail and robocalls.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

All staff members will be involved in this ongoing process until June 26, 2013. Mr. Piloco, (AP), and Ms. Sandoval, (Social worker), will oversee this process.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2013 100% of teachers will participate in a minimum of 10 professional development activities related to improving instructions.

Comprehensive needs assessment

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

- Increasing student performance on the 2013 State ELA exam.
- Increasing student performance on the 2013 State math exam.
- Increased teacher collaboration and support.
- Improved instruction.

Instructional strategies/activities

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

ELA Topic of Focus

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

ELA Methodology:

Phase 1: Modeling Curriculum Implementation (Professional Development)

Phase 2: Sharing Effective Teaching Strategies

Phase 3: Subject Team Planning

Phase 4: Evaluation of Teaching Strategies

Math Topic of Focus

- Problem Solving

MATH Methodology

Phase 1: Curriculum Pacing and Alignment to Core Curriculum 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

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Weekly subject planning meeting along with network, grant and DOE sponsored workshops will be used.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve3000 Wilson Just Words ESL TRIO college prep program Lunchtime tutoring	Small group Small group Small group Tutoring Small group Small group	During and after school During and after school During and after school After school During school During school
Mathematics	Fordham Liberty Partnership Title 111 afterschool AIS TRIO	Tutoring Small group Tutoring Tutoring and small group	During school After school During school During school
Science	Tutoring TRIO	Small group Small group	During and after school During school
Social Studies	Tutoring	Small group	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Individual and small group	During school

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

New staff members are interviewed by a team of teachers and supervisors as well as observed teaching a demonstration lesson prior to hiring.
All teachers participate in weekly subject planning meeting and attend network, grant and/or DOE sponsored workshops.
All new teachers are provided with a mentor who is a senior teacher in their department.
Provide timely 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 pedagogy.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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	Coach NA
ESL Teacher	Guidance Counselor NA
Teacher/Subject Area /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	2	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	
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	454	Total Number of ELLs	117	ELLs as share of total student population (%)	25.77%
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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 chosen both ESL and bilingual programs for enrollment.

6. Program offerings are aligned with parent selections. MS 254 currently has a bilingual educational program which includes:
 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)							22		28					50
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							12	12	20					44
Total	0	0	0	0	0	0	34	12	48	0	0	0	0	94

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	117	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	21
SIFE	22	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	67

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	34	11	0	5	4	0	2	0	0	41
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	2	0	8		0	58	0	0	73
Total	41	13	0	13	4	0	60	0	0	114

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							76	81	78					235
Chinese							1							1
Russian														0
Bengali									1					1
Urdu								2	1					3
Arabic							1							1
Haitian														0
French							1	1	3					5
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Yiddish														0
Other							6	4	5					15
TOTAL	0	0	0	0	0	0	85	88	89	0	0	0	0	262

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	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							45	15	20					80
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	45	15	20	0	0	0	0	80

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's ESL push-in or pull-out services are provided to the 6, 7, and 8 grade classes each of which has one ESL general education class, one bilingual class and 2 special education classes where ELLs are also represented . b. MS 254 employs block schedules where ELL students travel as a group in each grade. Within each class there exists ELLs of mixed proficiency levels.

a push-in/pull out model of ESL services, and students are programmed 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. 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, and after school instructional support, parental involvement/interventions and differentiation by classroom teachers. All students access these resources according to their level of need:

a. SIFE: MS 254 currently has SIFE students, the services provided to these students 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 after school where they are grouped in an ESL class for reading and writing. Non-ESL certified personnel also provide supplementary instruction according to student needs.

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

d. 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, and after school classes in math and ELA and ESL.

5. 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:

A. Programming and Scheduling Information

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.

6. 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 6th and 8 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

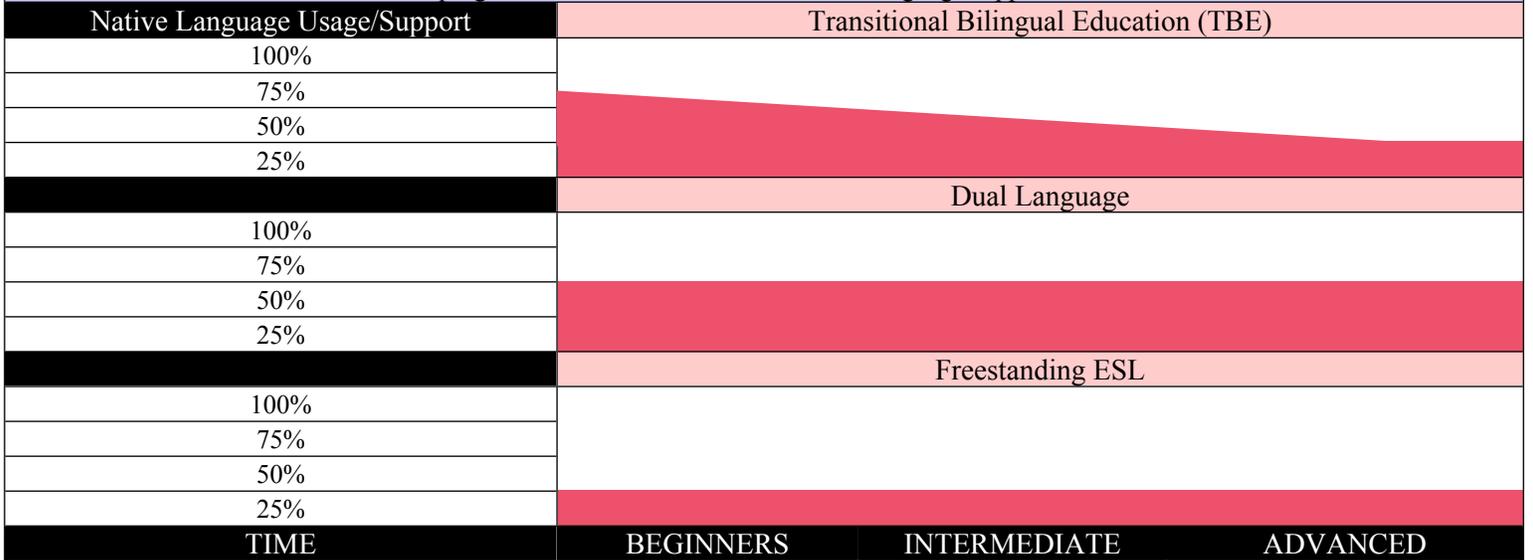
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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?

7. 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
- 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.

8. 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.

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

- 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.

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

11. 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.

- students participate in math, ESL and ELA programs.

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

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

13. 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.

14. 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.

15. 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.

16. N/A

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 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, 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 a weekly information session to target 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)							9	2	10					21
Intermediate(I)							17	10	19					46
Advanced (A)							19	16	11					46
Total	0	0	0	0	0	0	45	28	40	0	0	0	0	113

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							4	0	3				
	I							8	4	4				
	A							16	22	22				
	P							15	3	12				
READING/ WRITING	B							7	2	9				
	I							17	11	22				
	A							16	13	11				
	P							3	4	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	46	48	40		134
7	30	66	27		123
8	34	99	21		154
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	14	7	50	9	45	3	11	1	140
7	11		44		41		16		112
8	23	4	56	6	38	2	30		159
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1			
Physics			1	
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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 English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

In ELA, MS 254 utilizes the Fountas and Pinnell and DRP reading assessments, 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 4 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 word generation.

2. Data patterns reveal that ELL students continue to struggle in English Language Arts - particularly in the areas of critical analysis, information and understanding and response to literature.
3. Based on the outcomes of low performance in the reading and writing modalities of the NYSESLAT, the school has put in place curricula supports for the building of reading strategies non-fiction text and academic vocabulary.
4. On both the NYSESLAT exam and ELL Periodic Assessments, students continue to perform better on the listening and speaking modalities as opposed to the reading and writing modalities. When taking exams in English across the content areas, ELL students continue to achieve at levels than indicate struggle. MS 254 currently does not possess significant data for native language comparison. MS 254 will use the results of the ELL periodic assessments as a means to make changes to the curriculum.
5. N/A
6. Success of ELL programs is measured by achievement on NYS standardized exams (ie ELA, NYSESLAT, Math, and Science).

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.

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		1/18/13
	Assistant Principal		
E. De Los Santos	Parent Coordinator		1/18/13
A. Aiken	ESL Teacher		1/18/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 254	DBN: 10X254
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 2
of content area teachers: 5

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 experience for English Language learners (with an emphasis on those with 6 years or less of English instruction) 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 6 years or less of English instruction).

Needs assessment: Middle School 254 instructional and professional development plan will be based on the following assessments:

- District, City and State directives to improve instruction of ELL
- Low student performance measures on standardized assessments
- School performance assessments (i.e. Report Card, Progress Report)
- In response to a need to establish a bilingual educational program for ELLs
- By reviewing input (i.e.environmental surveys) from staff, students and parents through various meetings

Description: Staff will work with ELL students (especially those with 6 years or less of English instruction) via small group instruction after school to produce projects and assignments.

Subgroups:ELLs with 0-6 years who are in need of 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 6 years or less of English instruction) that will empower each student to develop their academic and socio emotional potential as well as, succeed in high school and beyond.

Instructional Mission: To provide regularly scheduled school based opportunities for the enrichment of ELL students (with an emphasis on those with 6 years or less of English instruction) who will benefit from English-Spanish bilingual instruction.

Needs Assessment:

- District, City, and State directives to improve instruction of ELLs
- Low student performance measures and standardized assessments
- School performance assessment (Report card, Progress Report)
- In response to a need to establish a school bilingual educational program for ELLs
- By reviewing input (i.e. environmental surveys) from staff, students and parents through various meetings

Part B: Direct Instruction Supplemental Program Information

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

Subgroups: ELLs with 0-6 years who are in need of 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: 2 ESL Certified Teachers and other 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, Achieve 3000, Impact Math)

Targeted Outcomes:

- Students will demonstrate increased scores in ELA and Math due to the use of expanded strategies in instruction as measured on school based assessments
- See measurable goals in the Action Plan below

Action Plan for Student Development:

- Plan and conduct regularly scheduled small group instruction in English and Spanish during and after school.
- Organize students into small groups to produce ELA and NLA (Spanish) curriculum related reading and writing projects aligned to and reflective of instructional standards.
- Prepare students to utilize technology to produce ELA and NLA curriculum related reading and writing projects
- Timeline: December to June
- Personnel: ESL/ELA/Bilingual and Math staff (Ms. Aiken, Mr. Farez, and Mr. Bastias)
- Schedule: Thur. & Fri (3:00PM-5:00PM), Tue. & Wed. (3:45PM - 5:00PM)

Budget: 70% of Title III Funding (\$11,250.04 for personnel and materials)

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: Begin Description here: Needs Assessment: Middle School 254 instructional and professional development plan will be based on the following assessment:

Part C: Professional Development

- District, City, and State directives to improve instruction of ELLs
- Student performance measures and standardized assessments
- Low school performance assessments (Report Card, Progress report,)
- In response to a need to establish a school bilingual education program for ELLs
- By reviewing input (environmental surveys) from staff, students and parents through various meetings (including School Leadership Team)

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

Schedule/Duration: Monthly sessions November to June; Individual sessions to span 1-2 hours

Professional Development Action Plan

Topics to be covered:

- Guided Reading Planning
- Scaffolding the Common Core for ELLs

Topics to be covered:

- 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 include the planning of CCCS aligned units, 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: 20% of Title III Funding (\$3,214.40 for personnel and materials).

Providers: FHI 360 network provider; NYCDOE, ELA Department Chairperson/Coordinator, ELL Coordinator and other providers.

Targeted Outcomes:

- By June of 2013 100% of ESL/Bilingual 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/Coordinator, ELL Coordinator, and FHI 360 network provider.

-By June 2013, 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.

Part C: Professional Development

- By June 2013, 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, Degrees of Reading Power Assessment and Guided Reading training.

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: 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
- By reviewing input (i.e. environmental surveys) from staff, students and parents through various meetings
- School performance assessment (Report Card, Progress Report)

Topics and activities to include:

- ELL Parent Notification Meetings (Orientations (i.e. introduction to school and registration), Student Performance, Curriculum requirements etc.) after school and on Saturdays
- ELL Parent Learning Opportunities (Adult ESL, ARIS Training, Technology) after school and on Saturdays

Providers: ELL Coordinator, Parent Coordinator, FHi 360 network providers, ESL/ELA/ Bilingual Teachers, ELA Department Chairperson/Coordinator)

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

Budget: 10% of Title III Funding (\$1,672.20 for personnel and materials)

Notification: Parents will be notified by ELL Coordinator, Parent Coordinator; and/or Office Personnel (including Administrative staff) via Wall monitor, flyer, letter, phone call, and/or Phone Master messaging service. Additionally, notification of ELL Parent Activities shall be 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: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		