



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**School Name:** IS 254  
**DBN (i.e. 01M001):** 10X254  
**Principal:** MR. ANTONIO POZO  
**Principal Email:** APOZO@SCHOOLS.NYC.GOV  
**Superintendent:** MS. MELODIE MASHEL  
**Network Leader:** MR. JORGE IZQUIERDO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mr. Antonio Pozo	*Principal or Designee	
Ms. Verona Dormer	*UFT Chapter Leader or Designee	
Ms. Debra Suarez	*PA/PTA President or Designated Co-President	
Ms. Sandra Fley	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Ms. Rosa Toro	CBO Representative, if applicable	
Ms. Ivydean Fraizer	Member/ Staff	
Ms. Guilian Parker	Member/ Staff	
Ms. Avril Akien	Member/ Staff	
Ms. Tahira Howard	Member/ Parent	
Ms. Noemi Intriago	Member/ Parent	
Ms. Madeline Reyes	Member/ Parent	
Ms. Sadie lasane	Member/ Parent	
Ms. Isabelita Vargas	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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**

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

By June 2014 the students mathematics proficiency levels will increase to 20%

### **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.

15% of students performed at proficiency levels on the state assessment test.  
Weak mathematics performance among ELL's and Special Needs sub groups  
Minimal improvement among the lowest third students.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Provide mathematics AIS for the identified lowest third students.
2. Implement differentiated instructional approaches.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Mathematics teachers to build the mathematics foundation.
2. Mathematics teachers using scaffolded lessons.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Monthly assessments
2. Weekly meetings

#### **D. Timeline for implementation and completion including start and end dates**

1. December 3, 2013 to May 1, 2014
2. December 2013 to May 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. After school program, 3 days per week
2. After school program, 3 days per week.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Communicate with parents about their child's mathematics progress  
Provide parents with information and training so they can help their children to improve their mathematics learning  
Provide mathematics workshops and orientation on mathematics curriculum and assessment.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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**

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

By June 2014, 70% of all students will increase 2 DRP points.

### **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.

The data collected from the DRP benchmark administered in September indicates that 40% of our students read below grade level.

Only 5% of our students were deemed proficient as per the 2013 ELA state test.

Students' readability level was also screened using Lexile measurement that indicated that most students have a reading deficiency regarding comprehension, and common knowledge of grade level/academic vocabulary.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Adoption of a state approved Common Core Curriculum (Expeditionary Learning), with effective instructional practice, and embedded professional development.
2. All ELL and Special Education students will receive 2 periods of instruction utilizing Achieve 3000. This computerized reading program, with language supports, provides individualized text in accordance with a student's Lexile level using nonfiction based topics. The learning activities within the program address multiple reading strategies on all levels and are Common Core aligned.
3. Provide ELA academic intervention for the lowest third students.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. ELA/Social Studies Teachers
2. ELA/Social Studies Teachers
3. ELA/ESL, Social Studies Teachers

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students will take 3 mid unit assessments, 3 end of unit assessments, and one culminating performance task that always requires writing from collected evidence.
2. Teachers will track Achieve 3000 Lexile change/growth scores (Benchmark, Midyear, End of year)
3. Baseline, mid, and post assessments

#### **D. Timeline for implementation and completion including start and end dates**

1. Mid October 2013 to June 2014
2. October 2013 to June 2014
3. December 2013 to April 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Expeditionary Learning is comprised of four 8-week modules containing 3 units in each. Each unit sequentially progresses to build background knowledge (Unit 1), extend reading and research (Unit 2), and extend writing (Unit 3). All students read the same complex text for their grade level, and teachers are provided with lesson specific strategies for meeting all student's needs; Independent reading of books from the list of "Recommendations for optional texts at multiple Lexile levels" will be supported through our involvement in New York City's "My Library" program.
2. 375 students will be engaged in instruction using Achieve 3000, scheduled two periods per week.
3. After school program 3 days per week.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Provide parents with an orientation that includes information on the CCSS and our curriculum.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## **Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**By June 2014 we will increase students' attendance by 0.3% by providing socio-emotional support for students through strengthening staff, student, and parent/guardian relationships.**

**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.

- As described in our NY City progress reporting survey, attendance records and suspension records, there were several concerns regarding student behavior, student tardiness and external disruptions.

The students' attendance rate last year was 92.7 %

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Help students build positive relationships with adults in the building by increasing and promoting extra-curricular activities; such as, ACE Award Ceremonies, School trips, student government activities, school dances, spirit days, anti-bullying bulletin boards and activities, Respect For All Week, grade level guidance workshops.
- Increase student participation in counseling services offered by SBST, school guidance, volunteers, referrals to outside agencies, etc.

**B. Key personnel and other resources used to implement each strategy/activity**

- Guidance Counselor, Social worker and Assistant Principal
- Guidance Counselor, Social worker and Assistant Principal

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Attendance Reports and Suspension Reports Monthly
- Attendance Reports and Suspension Reports Monthly

**D. Timeline for implementation and completion including start and end dates**

- September 9, 2013 to June 28, 2014
- September 9, 2013 to June 28, 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Parent Association members, teachers, Student Government, SBST members are ongoing resources and support for all initiatives.
- Provide bi-weekly socio-emotional workshop for each grade level

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).  
 Parents will be invited to award ceremonies, assemblies, parent orientation, open school day and night, workshops and asked to become a part of our Parent Association

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	X	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**By June 2014, all teachers will have participated in at least 10 professional development (PD) activities regarding knowledge of content and improving instruction.**

**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.

According to the progress reports there is a need to:

- .Increase student performance in ELA
- .Increase student performance in mathematics
- .Improve staff technology skills
- .Improve instructional strategies

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Provide professional development to improve staff’s knowledge and understanding of effective teaching practices based on Danielson’s Framework
2. Provide PD based on CCLS and other content

**B. Key personnel and other resources used to implement each strategy/activity**

1. Coaches, Administrators, Network affiliates, teachers and other outside organizations
2. Coaches, Administrators, Network affiliates, teachers and other outside organizations

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Monthly meetings
2. Monthly meetings

**D. Timeline for implementation and completion including start and end dates**

1. September 2013- June 2014
2. September 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Professional development will be provided by coaches, teachers, network affiliates and other outside organizations
2. Provide weekly meetings to discuss implementation, resources and tools for CCLS

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- .Providing parents with information about school and parent related programs, meetings and other activities in languages that they understand
- .Helping parents to understand City, State and Federal policies and the standards that affect their families
- .Fostering a home and school partnership to ensure that parents feel supported as they monitor their child’s progress
- .Providing parents with the knowledge and training needed to make effective decisions about their child/children’s education
- .Providing parents with the knowledge and training needed to assist their child/children in literacy and math

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 #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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	After school Achieve 300 ESL Trio College Prep Program Lunchtime tutoring	Small group Tutoring	During and After school
<b>Mathematics</b>	After school Before School Trio College Prep Program Lunchtime tutoring	Small Group Tutoring	During, before and After school
<b>Science</b>	Tutoring Trio College Prep Program	Small Group	During and After school
<b>Social Studies</b>	Tutoring	Small Group	During and After School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling	Individual and Small Group	During school.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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 meetings attend network training, and 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.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Principal is trained by a former principal coach, network, and other organizations.
Teachers, paraprofessionals, and other staff members get professional development training through school administrators, network coaches, and other organizations aimed at understanding and implementing the CCSS effectively

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in temporary housing are provided with help in terms of clothing, instructional materials, trips, counseling, etc.
Students are provided with weekly socio-emotional training focused on their prioritized needs.
After school programs are provided to targeted students for AIS.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers make assessment decisions as they implement the curriculum. Mid and end of unit assessments are provided by teachers.
Teachers participate in designing and implementing the monthly and marking period assessments.
Teachers design rubrics to assess their students learning

Weekly meetings are devoted to analyze the assessment tools and learning progress.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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

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

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**

**REQUIRED OF ALL SCHOOLS**

**MAY 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 as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>254</b>
School Name <b>IS 254</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Mr. Antonio Pozo, I. A.</b>	Assistant Principal <b>type here</b>
Coach <b>/ELA Coor., Ms. G. Parker</b>	Coach <b>type here</b>
ESL Teacher <b>/ESL Coor., Ms. A. Aiken</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Mr. P. Mboup/Math Coor.</b>	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Mr. E. Del Los Santos</b>
Related Service Provider <b>type here</b>	Other <b>Ms. I Frazier/Special ED. Coor</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Ms. D. Sandoval/Social Worker</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>440</b>	Total number of ELLs	<b>148</b>	ELLs as share of total student population (%)	<b>33.64%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In								1	1					2
Pull-out							3	3	2					8
<b>Total</b>	0	0	0	0	0	0	4	5	4	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	148	Newcomers (ELLs receiving service 0-3 years)	65	ELL Students with Disabilities	30
SIFE	20	ELLs receiving service 4-6 years	49	Long-Term (completed 6+ years)	34

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	43	11	0	5	3	0	0	0	0	48
Dual Language										0
ESL	22	6	5	44	2	18	34	0	15	100
Total	65	17	5	49	5	18	34	0	15	148

Number of ELLs who have an alternate placement paraprofessional:

### 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							1	1	1					3
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	1	1	1	0	0	0	0	3

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**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
<b>TOTAL</b>	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							34	28	29					91
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic														0
Haitian									1					1
French									2					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	4					6
<b>TOTAL</b>	0	0	0	0	0	0	35	29	37	0	0	0	0	101

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						14	11	10						35

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)						8	4	18						30
Advanced (A)						28	21	15						64
Total	0	0	0	0	0	50	36	43	0	0	0	0	0	129

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5	38	7			
6	25	8	1		
7	41	1			
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5	32	12	5						
6	25	9		1					
7	24	11		1		1			
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)									

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)	12	8	7	1				
Chinese Reading Test								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
1. IS 254 utilizes Achieve 3000, Degree Reading Power (DRP), departmental assessments, and NYCDOE Acuity to measure reading comprehension. ELLs are currently performing far below grade level with the average reading level at 3<sup>rd</sup> grade. Based on the outcomes of these assessments, we were able to develop a strategic instructional plan of action to improve reading comprehension and move students towards reading on grade level. Aspects of the curriculum now include the use of targeted reading instruction. For example, Achieve 3000 2 periods per week, which provides language support on individualized text based on the lexile level, scaffolds (used to assist students in maneuvering through complex Core Curriculum text) and a program of grade level vocabulary 3 periods per week.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
2. Data patterns for students taking the LAB-R show low scores which represent beginners. The NYSESLAT scores reveal that ELL students continue to struggle in English particularly in the areas of reading and writing. There is a drop in scores across modalities, however the majority of students have maintained their levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
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 building reading strategies using non-fiction text and academic vocabulary. AMAO is used to drive curricula and establish needed programs. The data revealed that the school did not meet the target for students making progress (AMAO1) or achieving proficiency (AMAO2). As a result, in school AIS, Afterschool and Saturday Academy programs have been put in place to assist these students.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?4. On both the NYSESLAT exam and ELL Periodic Assessments, students continue to perform better on the listening and speaking modalities than the reading and writing modalities. When taking exams in English across the content areas, ELL students continue to achieve at levels that indicate struggle. ELE (Spanish reading test) suggest that ELLs are also weak in their native language, with the majority scoring in the 1-25 percentile. IS 254 will use the results of these assessments to inform changes to the curriculum. Students native language is used to guide instruction and support language. Classes are taught in English and Spanish using textbooks and handouts in both languages. Groups are formed with students of different lexile, comprehension and fluency levels to encourage more interaction and to help boost communication and class participation. Also, Achieve 3000, (the computerized reading program) is available for students to use in class or at home in Spanish with English translation. This program allows students to read the same passage in both languages and write (respond to questions) in Spanish and English. Immediate feedback is provided by Achieve 3000 and the teacher.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
5. N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
6. After reviewing data results from the NYSESLAT, ELE, ELA and Math State exams and other subject based assessments are reviewed by teachers and administrators and are used as a guide to create programs for ELLs. Currently, the school has an AIS program and differentiated instruction techniques are being employed by all teachers of ELLs. Also, ESL services are provided per their requirement.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?7. N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. The NYSESLAT, ELE, ELA and Math State exam, as well as the other interim assessments given throughout the year are used to evaluate ELL student achievement. The success of the program is measured by using the following criterias: Checking the number of students who are making progress, the degree of progress made, and the areas in which progress is being made (speaking, reading, writing, and listening). Data generated from Spring 2013 NYSESLAT scores reveal that one student tested out, the remainder maintained their levels with the majority being Advanced, followed by Beginners, and then Intermediates. Of 121 ELLs who took the NYS ELA exam 104 scored level 1, 16 scored level 2 and 1 scored a level 3. Of the 121 ELLs who took the NYS Math 113 scored level 1, 7 scored level 2 and 1 scored level 3. We will continue to strive to meet AYP for our ELLs.

## Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  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 admnission 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/screening. 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. 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.
  2. Parent Program Choices - During the intake process, parents are informed of the program choices by the ESL Teacher/ELL Coordinator and/or Parent Coordinator. As an initial invite, parents are scheduled to attend the Parent Program Selection Meeting with DOE video hosted by ELL Coordinator/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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  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. 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.  
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
5. Once the official time line is given the Testing Coordinator sets up separate days for each modality of the NYSESLAT. Ells are identified and exams are then scheduled and administered by teachers who do not teach the subject for which they are being tested, as per the new policy. Also, Ell students are tested per their required modification. The RLER, RLAT, and ARIS are used to determine eligibility for the NYSESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
6. Program offerings are aligned with parent selections which tends to be TBE and ESL at IS 254. Steps of 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. Parents have both chosen ESL and bilingual programs for enrollment. Currently, IS 254 has 17 6th graders, and a bridge class with 12 7th graders and 18 8th graders who are in a Spanish bilingual program. Last year IS 254 had 27 new admits of those 24 parents chose TBE and 3 parents chose ESL. This year IS 254 has 10 new admits of those 7 parents chose TBE and 3 parents chose ESL.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    1. a. IS 254 currently has 1 ESL general education self-contained class in grade 6 and 2 other special education classes where ELLs are also represented. In grade 7 the school has one general education class that receives push-in/pull-out ESL services, and 3 other special education classes where ELLs are represented. In grade 8 the school has one general education class that receives push-in/pull-out ESL services, and 2 other special education classes where ELLs are represented.
    - b. IS 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 heterogeneously (mixed proficiency levels) within each grade level.
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)?

2. In the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades all beginning and intermediate ELL students receive 2 units (8 periods) of ESL and 1 unit (4 periods) of NLA (push-in, pull-out or self-contained). All 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade advanced ELL students receive 1 unit (4 periods) of ESL, 1 unit (4 periods) of NLA and 1 unit (4 periods) of ELA (push-in, pull-out or self contained). Each ELL receives ESL according to his/her NYSESLAT proficiency level.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. ESL classes are taught in English and Bilingual classes are taught in Spanish and English (per the required specifications). 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 96 minutes 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 (Read and respond to specific questions and write a short answer response) that incorporates more projects and document based questions (To be completed in Spanish and/or English for TBE students and English for ESL students). Science and Social Studies are generally scheduled in 48 minutes blocks. Across all subjects is an emphasis on academic vocabulary. Instructional approaches include scaffolding, close reading, and use of visualization.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. IS 254 schedules the ELE assessment. Also, ELLs are administered the Math and Science State exams in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Students are given the DRP, as well as the New York City Periodic Assessment for English Language Learners. Also, teachers administer their own in class assessments through student presentations, essay writing, read-a-loud, peer share, etc.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. IS 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: IS 254 does currently have SIFE students and 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. Socioemotional/academic counseling) is provided by our school social worker.

b. Newcomers: These students are grouped and serviced through push-in/pull-out instruction from certified ESL personnel and provided additional language support in After school and Saturday Academy where they are grouped in an ESL class for reading and writing. They also receive additional instruction in ELA and Math according to their needs.

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. Socioemotional/academic counseling is also provided by our school social worker.

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

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

7. IS 254's ELA curriculum for ELL students with learning disabilities includes the following: DRP reading assessment to determine the lexile level of each student, Achieve 3000 and Guided Reading instruction to address the student's reading deficiencies at their specific reading level. Academic vocabulary and grammar exercises (spelling and grammar books), as well as non-fiction reading from the Word Generation materials which requires students to read and respond to contemporary issues, verbally and in writing. Instructional approaches/strategies include scaffolding, close reading, use of visualization and varying forms of connections (self to text etc.) Various types of graphic organizers are also used to assess students understanding.

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

8. 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. IS 254 also has Special Education Teacher Support Service (SETSS), and CTT classes in the 6<sup>th</sup> and 7<sup>th</sup> grades where in accordance with their IEP, ELL students with learning disabilities receive 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:				
Social Studies:				
Math:				
Science:				

### 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


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

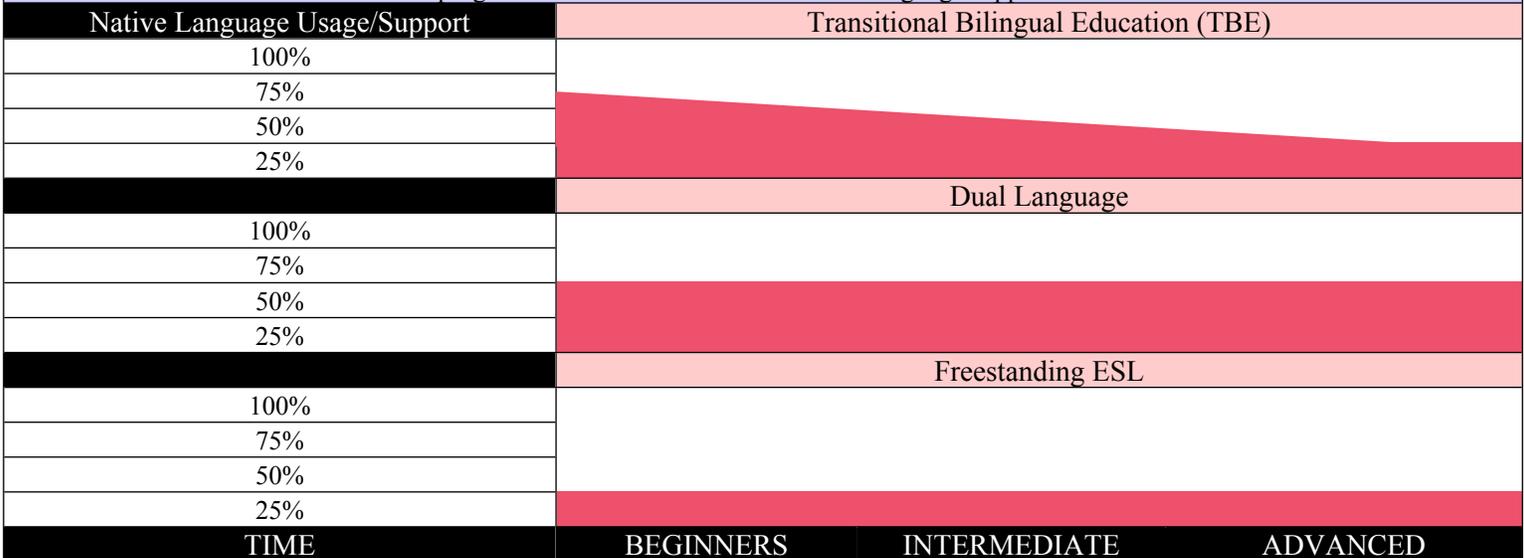
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Targets intervention programs for ELLs in Math, ELA, and other content areas include:
- Afterschool Math and ELA programs, targeting all ELLs with emphasis on newcomers
  - Afterschool clubs or small group instruction (ELA, Math, Science), targeting all ELLs with emphasis on newcomers and long term ELLs
  - Saturday Academy for ELA and Math with strong emphasis on newcomers, ELLs with 4 or more years of English and longterm ELLs
  - Socioemotional/academic counseling from the social worker with strong emphasis on long term ELLs
  - All of these interventions are provided in Spanish and English with support in Spanish from bilingual personnel
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. 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. Teachers are made aware that ELLs or former ELLs make up their student population.
11. What new programs or improvements will be considered for the upcoming school year?
11. A strong push is being made for the following improvements to the instruction of ELLs at IS 254:
- Hiring of qualified personnel with bilingual certification for the bilingual program.
  - 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.
12. What programs/services for ELLs will be discontinued and why?
12. There are no plans for further discontinuance of ELL programs at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. 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 services available for ELLs include: After school, Saturday Academy - students participate in Math and ESL/ELA programs on Saturdays from 9-12pm. TASC /ACDP (Association Community of Progressive Dominicans) - provide after school homework help and recreational programs such as health living( yoga, healthy eating habits etc.), urban creation (addresses social issues through music and media), fashion, dance, and athletics (basketball, baseball, soccer,etc.) 4 days a week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. IS 254 uses the following instructional materials to support the language development of our ESL and Bilingual students: Achieve 3000 (tech based Spanish and English versions), Spelling Connections, Access Text geared towards ELLs (New Comers, Social Studies, Science), Our Social Studies (Spanish and English versions) and Word Generation (Spanish and English versions). Also used are graphic organizers and close reading materials.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. 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 Social Studies, students are provided with literature and materials in the native language (Spanish) as a curricula support in reading and writing.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
  16. 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 8.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
  17. IS 254 host tours for parents and incoming students throughout the academic year and in the summer months. Also, parents of newly enrolled ELLs receive general and curricular information about the IS 254 community, as well as detailed information about each grade's instructional expectations. Students with learning disabilities are given ESL and bilingual support if needed.
18. What language electives are offered to ELLs?
  18. IS 254 has collaborated with ACDP to offer dance, yoga, fashion, urban creations, athletics (Basketball, Baseball, Soccer etc.). Most ACDP's staff members are bilingual, however, language support is available to those who are not.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. ELA, Social Studies, Science 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 DRP, reading assessments, Guided Reading, reading strategies for non-fiction text, and academic vocabulary.
  2. Professional development is provided within the school and by our network and central offices. All subject teachers engage in outside professional development throughout the year. Topics for this year include Core Curriculum Math and ELA standards, and differentiation and ELL strategies for the classroom.
  3. 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, IS 254 is providing the training as well as collaborating with the network to coordinate the mandated 7.5 hours of training for all staff by the spring.

### D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. The school provides parental workshops and orientations in subject areas across the curriculum. The school also communicates with parents about their child's progress across the content areas. In addition, parents are provided 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 the Association of Progressive Dominicans, to provide academic and extracurricula support.
  3. The needs of parents are evaluated through surveys conducted by our CBO and Parent Coordinator in addition to feedback gathered at parent meetings and orientations.
  4. Parents socioemotional, instructional and learning needs are targeted through services by our parent coordinator. IS 254 is planning to host two information sessions which 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 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 and French-English translation of documents and/or facilitating conversations between staff, parents and non-English speaking students.

### **E. Additional Information**

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

N/A

## Part VI: LAP Assurances

School Name: IS 254

School DBN: 10X254

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. A. Pozo	Principal		11/8/13
	Assistant Principal		
Mr. E. De Los Santos	Parent Coordinator		11/8/13
Ms. A. Aiken	ESL Teacher		11/8/13
	Parent		
Ms. G. Parker	Teacher/Subject Area		11/8/13
Mr. P. Mboup	Teacher/Subject Area		11/8/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Ms. I Frazier	Other <u>Spec. Ed. Coord.</u>		11/8/13
Ms. D. Sandoval	Other <u>Social Worker</u>		11/8/13
	Other		
	Other		

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

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

DBN: 10X254 School Name: IS 254

Cluster: 5 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**

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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.

IS 254 uses quantitative data gathered from ATS, the Home Language Information Survey (HLIS) which is used for new students, Progress Report Parent Surveys, qualitative data gathered from parent, teacher, and guidance and feedback from the parent coordinator to ensure that the school properly assess the school's written translation and oral interpretation needs of our parents based on their language specifications. IS 254 also relies on its partnership with SES providers and its CBO's 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 HLIS the majority of our students's parents/ guardians language needs is for written and oral translation in Spanish. From our HLIS, 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 2013-2014 school year, the general understanding of the language needs is written translation and oral interpretation were communicated to staff at the beginning of the school year during the school's first Professional Development meeting along with other information concerning ELL and immigrant student needs (these discussions are ongoing). Additional findings reported on the LAP and other data are reported to staff, parents and community liaisons via verbal and written communication conducted by the administration at the LAP meetings, Inquiry Team meetings, and ELL meetings; and data presentation meetings with CBO's, and the Parent Coordinator during parent orientation.

## Part B: Strategies and Activities

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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.

IS 254 has identified a need for written Spanish interpretation and translation, as well as a need for written translation and interpretation services for speakers of African languages (Twi and Fula) and Haitian Creole. In response to this need, the school translates all written materials (flyers, letters, notices, etc.) distributed to parents into Spanish and simultaneously distributes it with English 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 the parent is also literate in that language. Oral interpretation in an African or Haitian Creole language is provided via phone or personal meeting with staff members who are fluent in the languages. If the parent requires language services unavailable at the school, referrals are made to DOE.

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.

IS 254 has identified a need for oral Spanish interpretation, and a need for oral translation and interpretation services for speakers of African languages (Twi and Fula) and Haitian Creole. In response, the school uses Spanish speaking school staff members for oral interpretation via phone, parent orientation meetings, interviews and other meetings. These include home visits, home calls, IEP meetings, presentations etc. For speakers of African languages and Haitian Creole, the school uses staff members fluent in the language for oral interpretation via phone and during parent meetings, IEP meetings, presentations etc. If parents are of a different language group but fluent in French, staff members are also available to assist. If the parent requires language services unavailable at the school, referrals are made to 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>.

IS 254 fulfills its obligation to Chancellor's Regulation A-663 in the following ways: 1. The primary language spoken by the parent of each student enrolled in the school is determined by parent the registration questionnaire, the Home Language Information Survey, and interviews of parents at registration and parent orientations. If it is determined that the primary language is not English, then the ELL Coordinator, Parent Coordinator, School Secretary, Pedagogue, or an Administrator, will ensure that someone is available to translate or interpret for the parents. The maintains information about the primary language of each parent on ATS and on the student blue emergency card.

Parents are initially notified of the availability of language translation and interpretation services at IS 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 Parent Coordinator throughout the year (i.e. Parent Teacher 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 languages unavailable at the school, the school request 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):  conceptually consolidated (skip part E below)  
 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):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served: 40

Grades to be served by this program (check all that apply):

K     1     2     3     4     5  
 6     7     8     9     10     11     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"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		