

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**                   **10X254**

**School Name:**                         **I.S. 254**

**Principal:**                               **ALEX MARRERO**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Intermediate School Number (DBN): 254  
School Type: Intermediate/Middle School Grades Served: 6-8  
School Address: 2452 Washington Ave  
Phone Number: 718-220-8700 Fax: 718-220-4881  
School Contact Person: Alex Marrero Email Address: AMarrero2@schools.nyc.gov  
Principal: Alex Marrero  
UFT Chapter Leader: Verona Dormer  
Parents' Association President: Sadie Lasane  
SLT Chairperson: Ivydean Frazier  
Student Representative(s): N/A

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Superintendent's Email Address: [MMashel@schools.nyc.gov](mailto:MMashel@schools.nyc.gov)  
Phone Number: 718-741-5852 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 511 Network Leader: Jorge Izquierdo

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alexis Marrero	*Principal or Designee	
Verona Dormer	*UFT Chapter Leader or Designee	
Sadie Lasane	*PA/PTA President or Designated Co-President	
Sandra Fley	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shanelle Oglesby	CBO Representative, if applicable	
Danielle Meyers	Member/UFT	
Mirna Elmore	Member/UFT	
Ingrid Portes	Member/UFT	
Telita Vilpin	Member/ UFT	
Rosalba Duran	Member/Parent	
Leticia Delgadillo	Member/Parent	
Noemi Reyes	Member/Parent	
Nolvia Bonilla	Member/Parent	
Nancy Adorno	Member/Parent	
Koyla Rabia	Member/Parent	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and CEP Development**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Intermediate School 254 is has recently developed a new identity: T.E.A.M. 254. In consultation with the School Leadership Team (SLT), the school adopted the name T.E.A.M. 254 (Together Everyone Achieves More) and a new mission statement:

**T.E.A.M. 254's**

**Mission Statement**

**We are committed in achieving academic success for all students, through collaboration and community relationships, and to empower self-reliant learners.**

At T.E.A.M. 254, students enjoy our family-like atmosphere and small classroom setting. Teachers are readily accessible to students before, during and after-school. Our school features a variety of academic and recreational programs, including after-school varsity sports and arts programs. Parents enjoy having access to teachers, guidance counselors, administrators, and school staff. Parents are invited to school events to learn about their child's academic, social and emotional progress. Our school conducts special outreach to parents of students with a variety of learning needs. Beyond the required academic courses, students participate in a variety of extracurricular classes such as career development, tutoring, arts and sports.

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Data collected from the Degrees of Reading Power (DRP) benchmark in September indicates that **78%** of our students read below grade level. Only 8% of our students exhibited proficiency on the 2014 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.

TEAM 254 is in Cohort 1 for the Middle School Quality Initiative (MSQI), although there has been a change in the MSQI Coordinator as well as in leadership. While the school has received a range of PD opportunities through this program, it has been determined that there are some inconsistencies in its implementation, for a variety of reasons. The focus of the work is to address the inconsistencies, as well as develop the capacity within the school to support the maintenance and sustainability of the practices.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 70% of all students will increase two (2) DRP points.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Develop the consistency in approaches across classrooms in the adoption of the small group instruction and independent reading classroom, especially the use and adaptation of reciprocal reading.</p> <p>Facilitate a Lunch and Learn Sessions on the Small Group Instruction component of the Strategic Reading Period of the MSQI program.</p>	ELA / S.S. Teachers & All students	September – October 2014	Principal Marrero, ELA Coordinator, and MSQI Coach

Facilitate Professional Development focusing on developing consistency in the understanding and practices associated with reciprocal reading. Provide mentoring and coaching support with teachers on Reciprocal teaching, with an emphasis on mini-lessons to support the process.			
Provide ongoing coaching and mentoring support with the guided reading component of the small group instruction lesson.  Support a select group of teachers with the planning and teaching Reciprocal reading components.  Conduct a PD session on Guided Reading, highlighting key components that have been identified through the coaching and mentoring support.	ELA /S.S. Teachers & All Students	January 2015	Principal Marrero, ELA Coordinator, and MSQI Coach
Develop the use of the data, both screening and secondary data, with ongoing classroom assessment, including writing samples, as a part of gathered evidence to make informed decisions about addressing student needs, with a particular emphasis on using and responding to texts in the written form.  Support teachers with the administering of the running records and discussing the findings.	ELA / S.S. Teachers & All Students	October 2014 – May 2015	Principal Marrero, ELA Coordinator, and MSQI Coach
Flexible Reprogramming for tiered intervention based on student DRP Lexile Levels.  Teachers that have been trained for the different levels of tiered intervention will teach small groups of students.	All Students	December 2014 – June 2015	Administration, programming consultant. MSQI Coach and Tiered Intervention teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Expeditionary Learning Curriculum, Achieve 3000, IXL, Lightsail, MSQI Coach, Word Gen PD.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
---	----------	---	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

MS Task force Allocation, Data Specialist, MOSL

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Students will have increased at least one DRP point after the administration of the midline assessment. Midline assessment will be administered in February 2015

**Part 6b. Complete in February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Through the analysis of the school annual learning survey across two years and focus on parent and student data, we discovered that the areas of safety, expectations, communication, and academic expectations could be improved with targeted intervention strategies.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Because research has shown that increased parental involvement results in increased student achievement, by June 2015, parent and student views of our environment will increase by 3% in areas of safety, expectation, communication, and academic expectations as measured by responses on the Learning Environment Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Request an assessment of our school building by the Bronx School Safety Command Center. Expectation is to secure a third School Safety Agent or a Level II School Safety Agent.</p> <p>Request door alarms for all exits around our school’s perimeter. Alarms will deter students from leaving the building without permission. Alarms will also provide another layer of security around our perimeter from intruders.</p> <p>Request a Surveillance Camera system from the New York City Department of Education.</p>	School Community	September 2014 – June 2015	Principal, Borough Safety Director, School Safety Commander
<p>Establish a Building Response Team that is trained on all General Response Protocols.</p>	School Community	September 2014 – June 2015	Principal, Borough Safety Director, Building

			Response Team Leader.
In collaboration with the SLT and PTA, we will create a modified student survey that will focus on views of our environment	All Students	January 2015	Principal, SLT, PTA, Parent Coordinator, Guidance Team
In order to test if parental involvement has an impact on education, a Parent Survey for K-12 Schools will be administered to parents. The survey was developed through a rigorous process conducted by a team of researchers at the Harvard Graduate School of Education, led by Professors Hunter Gehlbach, Karen Mapp and Richard Weissbourd.	All Parents	January 2015	Principal, SLT, PTA, Parent Coordinator, Guidance Team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
SurveyMonkey account, parent translation services.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	x	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
TL Translation services, Title I Translation services									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
_Students will be given a modified Learning Environment Survey in January 2015. Parents will be given the "Parent Survey for K-12 Schools," in January 2015				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Findings from the School Quality Snapshot and Report reveal that we need to increase student performance in ELA, Mathematics, English Language Learners, and Students with Disabilities.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 50% of the school staff will have facilitated in professional development both on and off site after which they will turn key ideas and share best practices with their colleagues.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers will be involved in collaborative planning, peer inter-visitiation and inquiry data teams derived from each grade and discipline, to identify trends and collect data to drive instruction	All Teachers	September 2014 – June 2015	Administration, Subject Area Coordinators, Teacher Leaders
Administer Professional Development Survey	All Teachers	September 2014 – June 2015	Administration,
Develop Professional Development Plan	All Teachers	September 2014 – June 2015	Administration, Professional Development Committee, Subject Area Coordinators, Teacher Leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development allocation, Professional Development Specialists

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

.Data Specialist allocation, MS Task force, Title III Immigrant funds

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 25% of the school staff will have facilitated in professional development both on and off site after which they will turn key ideas and share best practices with their colleagues

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School has experienced three changes in leadership over the past two years. In addition to the change in leadership, the school has experienced a reduction in administration over the same time frame. As stated in the Capacity Framework, leaders lead by example and nurture the professional growth of teacher and staff.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of the staff will be active participants in professional development in various disciplines provided by the school leader in which they will become knowledgeable and committed to the socio-emotional and academic achievement of our students as evidenced by the workshops, professional development, team meetings they subsequently facilitate and as observed in their interactions with students and peers.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>School leader will be provide opportunities for professional growth and leadership roles by promoting mutual respect and professionalism and valuing the effort of everyone this will be evident in the school and classroom environment structures and protocols instituted. Nurturing attitudes where teachers collaborate with each other to turn key ideas share best practices and mentoring of new teachers and encouraging inter-visitation among peers.</p>	All Staff	September 2014 – June 2015	Principal

--	--	--	--

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development Specialists, Expeditionary Learning Curriculum, CMP3 Curriculum, Instructional Coaches

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	x	Title I Basic		Title IIA		Title III	X	Grants
---	----------	---	---------------	--	-----------	--	-----------	---	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

MS Task force ,Data Specialist

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015, 45% of the staff will be active participants in professional development in various disciplines provided by the school leader in which they will become knowledgeable and committed to the socio-emotional and academic achievement of our students

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We have motivated parents (as evidenced by willingness to participate in school activities), a willing parent coordinator, guidance counselor and social worker. Our goal is to engage parents in discussions that effect school decisions.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 35% of parents will be involved in social and academic school activities. This is aligned with the Danielson Framework as it focuses on the development of creating a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
The SLT and the parent coordinator will continue to develop more effective means of communication between school and students’ families. The school will implement the <i>Skedula</i> program to facilitate efficient communication with parents. Parents will receive tutoring and have computer access to navigate the program. The school will provide assistance to parents.	Parents, guardians	December 2014 - June 2015	Principal, parent coordinator. SLT parents members
The principal will work with the Parent Association and Title I Committee to relay important school updates. The school will implement monthly Principal Coffee Meetings with parents to share important school and city mandates. Workshops will be provided to parents via Parent Coordinator and school instructional support personnel on a monthly basis in order to communicate the importance of creating an environment	Parents	December 2014 - June 2015	Parents. Parents coordinator, SLT parents members

conducive to metacognitive processes for their children. During these Monthly Parental Workshops, specific strategies in the major subjects will be shared.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parents. Parents coordinator, SLT parents members From December 2014 - to March 2015 school will examine result of parent meetings and attendance

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	x	Title I Basic		Title IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Parent coordinator OTPS

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Students in Grades 6 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA) assessment.	Saturday Academy, Afterschool Academy	Small group instruction, tutoring, tiered intervention.	Afterschool and Saturdays
<b>Mathematics</b>	Students in Grades 6 – 8 who are performing at Level 1 or Level 2 on New York State mathematics assessment.	Saturday Academy, Afterschool Academy	Small group instruction, tutoring, tiered intervention.	Afterschool and Saturdays
<b>Science</b>	Students in Grades 6 – 8 who are performing at Level 1 or Level 2 on New York State science assessment.	Saturday Academy, Afterschool Academy	Small group instruction, tutoring, tiered intervention.	Afterschool and Saturdays
<b>Social Studies</b>	Students in Grades 6 – 8 who are performing at Level 1 or Level 2 on New York State social studies assessment.	Saturday Academy, Afterschool Academy	Small group instruction, tutoring, tiered intervention	Afterschool and Saturdays
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Promotion in doubt students, students that have been referred for services, students that have served detention, suspension	Guidance Team, Social Worker, School Based Support Team	Individual and small group counseling, referral to outside agencies, SAPIS sessions, peer mediation, parent/teacher/student conferences	Before, during, and after school.

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><b>Strategies &amp; Activities for Recruitment</b>          Hiring fairs          Student Teachers          Practicum/Internship Counselors/Social Workers          CUNY/Manhattanville Fellows Program</p> <p><b>Strategies &amp; Activities for Retention</b>          Staff Surveys          Exit Slips from PDs</p> <p><b>Strategies &amp; Activities for Assignments</b>          Teachers assigned to teach subjects/classes in their specific license          BEDS survey</p> <p><b>Strategies &amp; Activities for Support including Highly Qualified Professional Development</b>          Consultants          Network – FHI360          Mentoring Assignments          Teacher led Professional Learning</p>

**2b. 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).
All staff members participate in school wide professional development with a focus on the CCLS. ELA & Math teachers have received Professional Learning on CCLS and the new curriculum EL and CMP3.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

N/A

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

N/A

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL Committee, which consisted of the Principal, teachers, UFT chapter chair selected the local assessments for the school.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$373,153	x	9,12,14,16,18
Title I School Improvement 1003(a)	Federal	NA		

Title I Priority and Focus School Improvement Funds	Federal	NA		
Title II, Part A	Federal	NA		
Title III, Part A	Federal	\$18796	x	12,14,18
Title III, Immigrant	Federal	\$1464,	x	14
Tax Levy (FSF)	Local	\$3,022,370	x	9,12,14,16,18

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **I.S. 254** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **I.S. 254** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

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

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

### School-Parent Compact (SPC) Template

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

## Part I: School ELL Profile

### A. School Information [i](#)

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	440	Total number of ELLs	148	ELLs as share of total student population (%)	33.64%
--	-----	----------------------	-----	---	--------

# 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
<b>Dual Language</b> <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>65</b>	<b>17</b>	<b>5</b>	<b>49</b>	<b>5</b>	<b>18</b>	<b>34</b>	<b>0</b>	<b>15</b>	<b>148</b>
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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>29</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>101</b>

## 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
Intermediate(I)						8	4	18						30
Advanced (A)						28	21	15						64
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>36</b>	<b>43</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>129</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	12	8	7	1				
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
  - 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 plans 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 [AMAQ 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. AMAQ is used to drive curricula and establish needed programs. The data revealed that the school did not meet the target for students making progress (AMAQ1) or achieving proficiency (AMAQ2). 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.

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

## Part V: ELL Programming

### 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:			

### 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

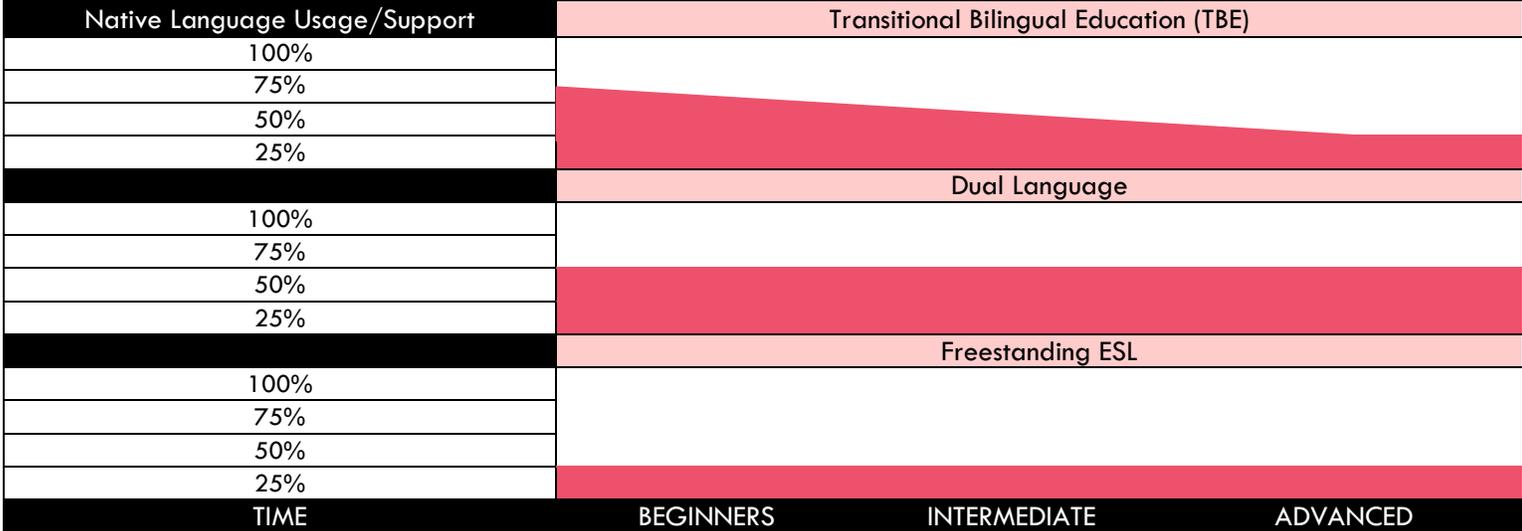
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**

---

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

---

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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 0

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: The purpose of the program is to focus on rigorous ELA instruction that addresses the needs of our ELL's population. After analyzing the results of students on the 2013-2014 AMO report, we realize our ELL's population has significant deficits in reading and writing. The rationale, therefore, of initiating a supplemental program is to specifically address these deficits. Our primary focus is the design of an afterschool program that will address student need.

The focus subgroup within our ELL population are the fifty students that have been classified as Beginners due to their performance on the most recent NYSELAT exam. These students will be served regardless of grade, hence the composition of the program will include sixth, seventh, and eighth graders.

At present, the program is intended to be conducted two days a week, Wednesday and Thursday, for a period of two hours per day. The program is scheduled to begin in November and end in April.

Our intention is to conduct instruction in English, utilizing three currently employed certified teachers; two holding bilingual licences and one possessing an ESL license. The team will be led by a coordinating teacher with vast bilingual and ESL experience. The coordinating teacher will have instructional responsibilities, and will also lead the planning of instruction and monitor student progress.

The materials to be utilized are dependent on the focus of the instruction; guided reading, fostering native language, and emphasizing foundational skill-building (including, but not limited to print concepts, phonological awareness, word recognition, basic English grammar components, and fluency).

To afford guided reading, we will utilize bilingual libraries as our resource. These bilingual libraries will also aid in fostering native language proficiency. The librarians will include a variety of genres to incite student interest. Text types will also be varied; we have purchased a subscription to a non-fiction children's magazine, Spider, to expose students to non-fiction text in an enjoyable way. Our libraries will also include books on tape, and Rosetta Stone resources, the latter aiding in foundational skill building. The Rosetta Stone resources will be utilized to enhance language acquisition; pronunciation, and decoding. While part of our libraries, the Rosetta Stone is designed as a standalone instructional tool that will provide means to expose students to metacognitive strategies that will increase phonological awareness. Foundational skill building will also be achieved through the use Glencoe competency texts (most notably, sentence diagramming).

## Part B: Direct Instruction Supplemental Program Information

## 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: The rationale for the the professional development of teachers and staff responsible for instruction and services to ELLs is to ensure competence with respect to understanding and communicating the resouces to be applied.

All teachers involved in the delivery of instruction, including the coordinator, will undergo professional development.

At present, the plan is to afford the development once a month. The topics planned to be covered are: balanced literacy and reading strategies (to ensure the libraries are being correctly utilized), UDL (to ensure consistency with application), and scaffolding strategies (to address remedial needs, and move beyond basic competency).

We are presently in discussions with potential vendors - Rosetta Stone and Lee and Low (library provider) to plan and frame the specific content of the professional development. Each entity has expressed commitment to using their trade expertise to train teachers that will utilize the resources. Our intention is to assess the resources and the professional development provided, and suggest further aspects of future professional development. We are also considering utilizing our network to provide specialized professionals that can conduct reading and writing workshops for the instructional staff.

## Part D: Parental Engagement Activities

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

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

Begin description here: Parent engagement activities will be planned in order to stress the importance of student participation in the program, and to afford parents the opportunity to learn what transpires

**Part D: Parental Engagement Activities**

during the after-school hours.

We have created a series of literacy workshops that will be take place twice a month. These workshops should last one hour. It is intended that they occur for the duration of the program. It is also our intention that parents be invited into classrooms to observe instruction.

Workshops will include not only the components of the program, but guidance on how the home can serve to assist the prograam, such as the provision of set-aside time for reading in the home, and exposure to formal utilization of English outside of school.

Parents will be notified through bilingual written notification, contacted via telephone by bilingual school personnel, and through student-parent communication. We will also utilize a local service organization, the Community Association of Progressive Dominicans.

Primary provision of engagement activities will be led by a person with parent interaction experience. We are presently speaking with a bilingual DOE employee in our district with such experience.

**Part E: Budget**

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

Allocation Amount: \$18000

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>	\$10,826	3 Teachers 1 Supervisor (2 times a week)
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$1,804	Hiring of specialized professional development personnel
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>	\$3,609	Purchase of ESL/NLA instructional libraries  Rosetta Stone  Magazine subscriptions
Educational Software	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$18000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	\$1,804	Non-contractual services (parental involvement)
<b>TOTAL</b>	\$18,043	_____