



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

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

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

Principal: **ANTONIO POZO**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Intermediate School Number (DBN): 10X254
Grades Served: 10X254
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: Nolvia Bonilla
SLT Chairperson: Alex Marrero
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Rosalba Duran
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
Phone Number: 718-741-5852 Fax: 718-220-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: _____

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alexis Marrero	*Principal or Designee	
Verona Dormer	*UFT Chapter Leader or Designee	
Nolvia Bonilla	*PA/PTA President or Designated Co-President	
Geoffrey Garcia	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shanelle Oglesby	CBO Representative, if applicable	
Pap Mboup	Member/UFT	
Rasheedah Garcia	Member/UFT	
Telita Vilpin	Member/UFT	
Rosalba Duran	Member/UFT	
Noemi Reyes	Member/Parent	
Nancy Adorno	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lucy Galvez	Member/Parent	
Zoila Ortiz	Member/Parent	
	Member/Parent	
	Member/Parent	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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 to achieving academic success for all students, through collaboration, community relationships, and empowering self-reliant learners.

At T.E.A.M. 254, students enjoy our family-like atmosphere and small classroom setting. This creates an environment of trust between teachers, students and the administration. 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.

We have established collaboration within our school through strong horizontal and lateral teacher teams. In addition we are working on maintaining and strengthening ties in the community with: Community Association of Progressive Dominicans (ACDP), Colleges (CUNY/MC/FU/Lehman, TRIO/Upward Bound, Gear UP (for academic enrichment).

Furthermore, our partnership with M.S. 216 through the Learning Partners program is providing us with support as we move toward more rigorous and cohesive instruction as well as effective school leadership.

Our Special Initiatives to enhance instruction include: School-Wide Focus of: Writing Across Curriculum, Middle School Quality Initiative (small Group Reading Instruction and Word Generation.) As a result of the implementation of the aforementioned programs, we have seen growth in our English Language Arts and Math test results.

Our student achievement levels have not been where we would like them to be, especially within our sub-groups: ELL and Special Education population. The majority of our ELL population are either newcomers or long-term ELL learners. The data has shown us the need to implement high-quality English language instruction for those with little to no English and more reading and writing instruction for our transitional students. We are addressing this through the use of computer based programs like duolingo, Writing Matters and TCI bilingual social studies.

Special education students receive tiered intervention where we analyze and assess their specific literacy gaps through running records, individualized and targeted small group instruction. Special education students are also getting the same high-level ELA and mathematics Common Core curriculum--Expeditionary Learning and Engage NY--with scaffolded instruction and adapted assessments.

Our parent involvement has been a struggle, but we are beginning to see an increase in participation. For example parents saw a Lincoln Center performing artist showcase in our school, participated in a workshop, and a number of ELL parents accompanied our students to Lincoln Center for a special performance.

We have made the most progress in collaboration between teachers, which is evident in cohesive instruction, weekly collaborative meetings and synchronized daily and weekly pacing.

10X254 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	05,06,07,08	Total Enrollment	495	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.2%	% Attendance Rate			91.3%
% Free Lunch	84.1%	% Reduced Lunch			0.7%
% Limited English Proficient	33.2%	% Students with Disabilities			27.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			20.0%
% Hispanic or Latino	76.3%	% Asian or Native Hawaiian/Pacific Islander			2.5%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			14.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.88
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.0%	Mathematics Performance at levels 3 & 4			17.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			3.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			96.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Data collected from the Degrees of Reading Power (DRP) benchmark in September 2015 indicates that 69% of our students read below grade level. Only 8% of our students exhibited proficiency on the 2014 ELA State Test. At-risk 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. This has informed the grouping of students for Tiered Intervention and the particular area of focus for each group of students: for example, phonics, cite words, fluency, comprehension or textual analysis.</p> <p>Students received data about their DRP test scores. This data was shared with families. Students reflected on the data and set goals. They are tracking their own reading and monitoring their comprehension. Students will be tested again in February to see the results of their efforts. Teachers will use this data to adjust instruction and regroup.</p> <p>Teachers are being more conscientious in the use of rubrics to allow students to self-assess and adjust their work, as well as give feedback to peers.</p> <p>TEAM 254 is in Cohort 1 for the Middle School Quality Initiative (MSQI), and 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. The focus of the work is to address the</p>		

inconsistencies, as well as develop the capacity within the school to support the maintenance and sustainability of the practices.

Over the past two years, the school has experienced three changes in the leadership. This has resulted in the interruption of the smooth functioning of the school, as well as a lack of continuity in the academic support and professional growth of teachers and staff in the development and delivery of instruction and social-emotional support to drive student achievement.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 70% of all students will increase their reading levels by two degrees of Reading Power through a systematic academic vocabulary development and the implementation of close reading strategies across content areas and monitored for growth through two DRP Interim assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Develop the consistency in approaches across classrooms in the adoption of the small group instruction and independent, especially the use and adaptation of reciprocal teaching strategies.</p> <p>Facilitate Professional Development focusing on developing consistency in the understanding and practices associated with</p>	<p>ELA / S.S. Teachers & All students</p>	<p>September – October 2015</p>	<p>Administration, ELA Coach, MSQI Coach, MSQI Coordinator, Lead Teachers</p>

<p>reciprocal reading.</p> <p>Provide mentoring and coaching support with teachers on Reciprocal teaching, with an emphasis on mini-lessons to support the process. Schedule inter visitations between content area teachers and ELA teachers.</p>			
<p>Address the needs to English language learners by using a technology-based writing curriculum that follows the writers workshop model. Students who scored level 2 or above on the NYSITELL will focus on units that reflect Common Core writing standards: narratives, argumentative writing and responses to fiction, as well as non fiction. During a reading period students will participate in novel studies, as well as independent reading at their instructional level.</p> <p>Level 1 students will use Duolingo, which provides technology-based individualized support in reading, writing, speaking and listening.</p>	<p>ELL Teachers and students</p>	<p>September-June 2016</p>	<p>Administration, ELL Coordinator,</p>
<p>Provide ongoing coaching and mentoring support with the guided reading component of the small group instruction lesson.</p> <p>Support a select group of teachers with the planning and teaching</p>	<p>ELA /S.S. Teachers & All Students</p>	<p>January 2015</p>	<p>Administration, ELA Coach, MSQI Coach, MSQI Coordinator, Lead Teachers</p>

<p>Reciprocal reading components.</p> <p>Conduct a PD session on Guided Reading, highlighting key components that have been identified through the coaching and mentoring support.</p>			
<p>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.</p> <p>Support teachers with the administering of the running records and discussing the findings with parents via Skedula. Parents can help select and monitor, “Just Right Books”, for independent reading at home. This will encourage a student’s amount of self-motivated reading practice.</p>	<p>ELA / S.S. Teachers & All Students</p>	<p>October 2015 – May 2016</p>	<p>Administration, ELA Coach, MSQI Coach, MSQI Coordinator, Lead Teachers</p>
<p>Principal will provide professional development workshops to address the needs of both teachers and staff.</p> <p>Principal will encourage and promote leadership roles among teachers.</p> <p>Principal will provide/allocate time for teachers to collaborate and plan effectively for the development and delivery of instruction and social-</p>	<p>All Students and Parents</p>	<p>October 2015 – June 2016</p>	<p>Administration, ELA Coach, ELL Coordinator, MSQI Coach, MSQI Coordinator, Lead Teachers</p>

<p>emotional support that will drive student achievement.</p> <p>Parent Teacher Association will highlight a content for every monthly PTA meeting. At these meetings, lead teachers will present on the curriculum.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Expeditionary Learning Curriculum, IXL, Lightsail, MSQI Coach, Word Gen PD., Writing Matters</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Students will have increased at least one DRP point after the administration of the mid-point assessment. Mid-point assessment will be administered in February 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
	Tenet 5 Statement of Practice (SOP) Addressed	HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>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, communication, and academic expectations could be improved with targeted intervention strategies. These strategies are implemented by grade level teams of teachers and guidance counselors who meet on a weekly basis. During team meetings teachers are working on common structures to put in place both in the classroom and throughout the school to create a school community that is safe and provides social and emotional developmental health needs. For example teachers are using ARIS data, IEP data, anecdotal data, as well as DRP and state test scores to identify at risk students. This ensures that teams of teachers are targeting the same students in a consistent manner and collaborating on well thought out next steps. In addition, a mental health provider will soon be hired to work at I.S. 254.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Because research has shown that increased parental involvement results in increased student achievement, by June 2016, 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.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<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 III 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.</p>	<p>School Community</p>	<p>September 2015 – June 2016</p>	<p>Principal, Borough Safety Director, School Safety Commander</p>

<p>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>			
<p>Establish a Building Response Team that is trained on all General Response Protocols.</p>	<p>School Community</p>	<p>September 2015 – June 2016</p>	<p>Principal, Borough Safety Director, Building Response Team Leader</p>
<p>The school has employed District-Public, a data analysis company, to work with teachers on digging deep into individual student teachers. NYS test scores were shared with teachers through Google Drive. Teachers were trained on using Google Docs and met with consultants from District-Public to look at data through an item-skill analysis lens in order to determine next steps in instruction.</p> <p>Teachers are turn-keying what they learned from MSQI workshops within teacher teams. The teacher development coach from the district is working closely with new teachers on understanding the Danielson framework for teaching and targeting specific components to enhance rigorous instruction.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, District-Public, assistant principals, teacher development coach, consultant, teacher leaders.</p>
<p>In the beginning of the school year students' reading levels were assessed using Degrees of Reading Power. Students received an independent reading score and a guided reading score. Results were distributed to parents through tiered-intervention teachers.</p>	<p>Students reading below grade level and their families.</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principals</p>

<p>Students also wrote individual goals for increasing their reading levels and developed a plan with teachers to increase their reading level.</p> <p>In addition, teachers are working with an MSQI consultant to assess students with running records and get a clearer picture on their needs and most effective next steps. The MSQI consultant is training teachers across content areas in the use of Reciprocal Reading strategies.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources that will be leverage include: Google Docs, parent translation services, District-Public and the Middle School Quality Initiative.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2015 we will administer the DRP in order to determine where we are in terms of meeting our goal of increasing student scores by 2 degrees. We will distribute the results to parents and students and have students write a new action plan to increase their scores. We will also administer a Learning Environment Survey through Google Docs in February, to teachers, students and parents, in order to collect data on our strengths and areas of weaknesses.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>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.</p> <p>For each content area schools and teacher leaders have adapted instructional practices and strategies aligned to the CCLS through the use of Common Core aligned curricula. For example, in ELA we use Expeditionary Learning for all grade levels and in math teachers are using Engage NY. These curricula provide methods of differentiation for meeting all learners needs. In addition, teachers have begun to use data to group students for instruction.</p> <p>During weekly meetings, teachers discuss ways to make instruction more coherent. Recently teachers adapted the same whiteboard configuration across content areas in order to provide students with a similar structure in all their classes. Teachers use entry and exit slips, running records, quizzes and unit exams as formative and summative assessment to adjust their instruction and ensure an environment responsive to all students' needs.</p> <p>In addition, our MSQI consultant has trained ELA and social studies teachers on reciprocal teaching to ensure student participation in their own learning process.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, 50% of teachers will have participated in professional development that will improve MOTP scores by more frequent visits by administrators and inter-visitation among teachers with a focus on the</p>

Danielson rubric. Observations of classes will note more students are engaged in rigorous activities, exemplars to self-assess and rubrics to guide self assessment. There will also be more meaningful grouping of students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will be involved in inquiry data teams derived from each grade to identify trends and collect data to drive instruction. Teachers will meet once a week during grade-level meetings and once a week during content-area meetings to identify trends. District-Public, data analysis consultants, worked with teachers to look at student</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, Subject Area Coordinators, Teacher Leaders</p>

test scores. The information consultants shared was uploaded to Google Docs for easy access and manipulation during team meetings.			
Teachers have been working on coherent instruction. Teachers are aligned across content areas in terms of their daily, weekly and monthly pacing. Teachers have adapted the same curriculum and the same whiteboard configuration. Teachers are now working on similar execution of lessons, so rigorous instruction and engage students are visible in every classroom. This will be achieved through inter-visitation, feedback from I.S. 254 teachers, administrators and coaches and feedback from our Learning Partners schools.	All Teachers	September 2015 – June 2016	Administration, Subject Area Coordinators, Teacher Leaders
Administer Professional Development Survey Lead teachers have administered a survey to get feedback on the effectiveness of weekly meetings and have begun to adjust their meetings accordingly. The school has formed a professional development committee to determine the needs and wants of teachers in terms fo their own professional development. These ideas will be taken into account while planning professional development.	All Teachers	September 2015 – June 2016	Administration
Professional Development Cycles Our cycles for professional development include coherence, rigor, data	All Teachers	September 2015 – June 2016	Administration, Professional Development Committee, Subject Area Coordinators, Teacher Leaders PTA

<p>analysis and assessment. During our first cycle we were focused on ensuring coherence among content-area teachers by setting up and executing weekly planning meetings and aligning curriculum. We are now working on scheduling inter-visitations to ensure a similar view on what rigorous instruction and engaged students look like. During the winter and spring we will focus on using data to better group and move students, as well as assessing the results of our actions and instruction throughout the school year.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Professional Learning allocation, Professional Development Specialists, Learning Partners Collaboration, Inter-School Visitations MSQI allocation SAM allocation Arts in the Middle allocation Borough Field Support Center</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2015, 25% of the school staff will have participated in professional development both on and off site after which they will turn key ideas with their colleagues. This will be evident in teacher teams looking at student work, analyzing work and teacher feedback to students.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School has experienced three changes in leadership over the past two years resulting in an interruption in the vision of the school, and a lack of continuity in the academic support, and professional growth of teachers and staff in the development and delivery of instruction. As a result, the school leader applied to the Learning Partners Program to be paired with a school that has had similar experiences. Fortunately, the school has been accepted into the Learning Partners Program to help leverage Career Ladder positions and Teacher Leadership positions to support the work within and between schools.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, school leader will implement best practices and strategies adapted from host school from inter-school visitations and from hosts school's visit to our school community. 75% of our teachers will use the same whiteboard configuration. 75% of our teaches will pace their lessons similarly, and 100% of our teachers will use Google Docs to collaborate and share resources.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will provide opportunities for professional growth and leadership roles by promoting mutual respect and professionalism, as well as valuing the effort of everyone. The instructional cabinet will participate in Learning Walks in order to discuss best classroom practices and share out information learned at weekly Monday meetings.</p>	<p>All Staff</p>	<p>September 2015 – June 2016</p>	<p>Administration, Learning Partners Team.</p>
<p>The school leader will institute school and classroom environment</p>	<p>Administration</p>	<p>September 2015 – June 2016</p>	<p>Administration, Learning Partners Team.</p>

structures and protocols. This protocol will be used during cycles of observation to ensure there is a similar vision of an effective classroom environment. Teachers will use this protocol to debrief after inter-visitation, as well.			
Teachers will collaborate with each other to turnkey ideas share best practices, mentor new teachers and encourage inter-visitation among peers. Teachers will collaborate during weekly content area meetings, weekly grade-level meetings and through Google Docs. Agendas will reflect a priority of rigorous instruction that engages students. Lead teachers will ensure new teachers and developing teachers are appropriately mentored in order to deliver effective instruction.	All Staff	September 2015 – June 2016	All Staff
Talent Coach will assist in the creation of a Teacher Team focused around pedagogy, especially looking at student work through the lens of the Danielson Framework.	Teacher Team Leaders, Talent Coaches, Instructional Coaches, Administration	September 2015 – June 2016	Teacher Team Leaders, Talent Coaches, Instructional Coaches, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Some of the resources we will leverage include our MSQI consultant, Learning Partners, Teacher coach, Literacy coach, lead teachers and an adjustment of schedule so teachers can meet during grade-level and content-level planning periods.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, 50% 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Historically, our school has struggled with parental involvement. Attendance at our Parent Teacher Conferences and at Parent Teacher Association meetings has been poor. This year, our goal is to engage parents in discussions that affect school decisions. In addition to sharing DRP scores with parents at the beginning, middle and end of the year we are also using skedula so parents can access information about their child's grades and contact their child's teacher electronically. In addition, we are working on creating a school website that will allow easier and constant communication with families.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 30% of parents will be involved in social and academic school activities: we will have increase attendance rate at our Parent Teacher Association Meetings, striving for at least 15 parents at each meeting. We will work on increasing attendance rate at our Parent Teacher Conferences, so at least 100 parents attend, and teachers will increase the number of parents they contact during our Tuesday Parent Outreach days, with the expectation that each teacher contact five parents. .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>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 program to facilitate efficient communication with parents. Parents will receive tutoring and have computer access to navigate the program. The school will</p>	<p>Parents, guardians</p>	<p>September 2015 - June 2016</p>	<p>Principal, parent coordinator. SLT parents members</p>

provide assistance to parents.			
The principal will work with the Parent Association and Title I Committee to relay important school updates. The school will conduct Principal Coffee Meetings with parents to share important school and city mandates.	Parents	September 2015 - June 2016	Parents. Parents coordinator, SLT parents members
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 conducive to metacognitive processes for their children. During these Monthly Parental Workshops, specific strategies in the major subjects will be shared.	Parents	September 2015 - June 2016	Parents. Parents coordinator, SLT parents members
Principal will work with PTA to a Parent Academy in which parents will take ESL courses at our school.	Parents	September 2015 - June 2016	Parents. Parents coordinator, SLT parents members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Parent Teacher Association,</p> <p>Parent coordinator,</p> <p>SLT parent members</p> <p>Pupil path – Skedula</p> <p>Learning Partners Collaboration,</p> <p>Inter-School Visitations</p>

Borough Field Support Center

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

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 20 % of parents will be involved in social and academic school activities: Parent Teacher Conferences, Parent Teacher Association Meetings, and during our Tuesday Parent Outreach days.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.)
English Language Arts (ELA)	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, After school Academy	Small group instruction, tutoring, tiered intervention	After school and Saturdays
Mathematics	Students in Grades 6 – 8 who are performing at Level 1 or Level 2 on New York State mathematics assessment.	Saturday Academy, After school Academy	Small group instruction, tutoring, tiered intervention	After school and Saturdays
Science	Students in Grade 8 who are performing at Level 1 or Level 2 on New York State science assessment. Students in grades 6 or 7 who did not pass science during the first marking period.	Saturday Academy, After school Academy	Small group instruction, tutoring, tiered intervention.	After school and Saturdays
Social Studies	Students in Grades 6 – 8 who did not pass social studies during the first marking period.	Saturday Academy, After school Academy	Small group instruction, tutoring, tiered intervention	After school and Saturdays
At-risk services (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 section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

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>Strategies & Activities for Recruitment</p> <p>Hiring fairs</p> <p>Student Teachers: we will reach out to successful student teachers and provide mentoring by a lead teachers in order to ensure student teachers who come to teach in our school are highly qualified</p> <p>Practicum/Internship Counselors/Social Workers</p> <p>CUNY/Manhattanville Fellows Program: fellows who come to teach in our school will be provided with in-class, as well as grade-level and content area mentoring</p> <p>Strategies & Activities for Retention</p> <p>Staff Surveys will be used to reflect and develop PD plans for subsequent school years</p> <p>Exit Slips from PDs will be used to adjust PD practices and ensure teachers receive the training they need to implement programs in the schools</p> <p>Strategies & Activities for Assignments</p> <p>Teachers assigned to teach subjects/classes in their specific license</p> <p>BEDS survey</p> <p>Strategies & Activities for Support including Highly Qualified Professional Development</p> <p>Bronx Field Support Center</p> <p>Our MSQI consultant will work with developing teachers on a bi-weekly basis as well as during PD days to ensure teachers have the knowledge and skills to improve their practice</p> <p>Mentoring Assignments: highly effective teachers will work with developing teachers on the content and skills necessary to ensure rigorous instruction is evident in the classroom</p> <p>Teacher led Professional Learning will take place on Tuesdays, so highly effective teachers can share best practices across content areas and grade levels.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>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. Professional development is provided after-school on Monday, during weekly department meetings by lead teachers and our literacy coach and during push in sessions by instructional coaches and outside consultants.</p> <p>High quality professional development is provided by our MSQI coach on an individual and department wide basis. For example, our coach modeled running records for tiered intervention teachers and is working with teachers to</p>

continue this practice. In addition, he is holding PD for social studies and ELA teachers on reciprocal teaching, to ensure teachers are taking ownership of their learning.

Assistant principals have attended several professional development sessions as part of our MSQI initiative and have turned key best practices to teachers. For example, one assistant principal has led several PDs on Tiered Intervention strategies for reading. Our literacy coach has provided professional development for ELL teachers around best practices in the writing workshop model for ELL students.

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/information, 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. Teachers who are part of the MOSL committee will turnkey professional development regarding the use of assessment results to improve instruction. In addition outside consultants from District Public will provide PD to teachers on the use of assessments to improve instruction.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	407,641.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	18,392.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,666,130.00		

1Explanation/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.

²The **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):** To 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:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP)

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

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)

I.S. 254, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 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 librarires 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).

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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

Part C: Professional Development

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 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"> Per session Per diem 	<u>\$10,826</u>	<u>3 Teachers</u> <u>1 Supervisor (2 times a week)</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$1,804</u>	<u>Hiring of specialized professional development personnel</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$3,609</u>	<u>Purchase of ESL/NLA instructional libraries</u> <u>Rosetta Stone</u> <u>Magazine subscriptions</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$1,804</u>	<u>Non-contractual services (parental involvement)</u>
TOTAL	<u>\$18,043</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 254
School Name Intermediate School 254		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Mr. A. Marrero	Assistant Principal Ms. R. Naidich
Coach Ms. Kim Brown	Coach Ms. K. Brown
ENL (English as a New Language)/Bilingual Teacher Ms. A. Aiken	School Counselor Ms. I Portes
Teacher/Subject Area Mr. C. Decastro	Parent Ms. Restituyo
Teacher/Subject Area Ms. C. Ramirez	Parent Coordinator Mr. De Los Santos
Related-Service Provider Ms. Amparo, psychologist	Borough Field Support Center Staff Member
Superintendent Ms. Mashel	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	472	Total number of ELLs	161	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							1	1	1					0
Dual Language							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	161	Newcomers (ELLs receiving service 0-3 years)	83	ELL Students with Disabilities	47
SIFE	13	Developing ELLs (ELLs receiving service 4-6 years)	61	Long-Term (ELLs receiving service 7 or more years)	17

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	60	12		0	1	0				0
DL										0
ENL	23		9	61	2	21	17	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE Spanish							18	23	27					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							27	36	27					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1		1					0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other greek									1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							17	17	22					0
Emerging (Low Intermediate)							4	3	6					0
Transitioning (High Intermediate)							8	7	10					0
Expanding (Advanced)							18	32	0					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							10	13	9					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	28	3	0	0	0
7	46	1			0
8	31	3			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	31	0	4						0
7	43		8		2				0
8	30		8		1				0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	9	3	2	2				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
I.S. 254 utilizes Degrees of Reading Power, departmental assessments and NYCDOE Acuity to measure reading comprehension. ELLS are currently performing far below grade level with the average reading level at third grade. Based on the outcomes of these assessments, we are able to develop a strategic instruction plan of action to improve reading comprehension and move students towards reading on grade level. Aspects of the curriculum now include the use of targeted reading instruction. For example, Tiered Intervention every day, which provides language support on individualized text based on the Lexile level scaffolds (used to assist students in maneuvering through complex Core Curriculum text.)
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns for students taking the NYSITELL and NYSESLAT show that the greatest number of students (56) are beginners. We also have a large population (50) of advanced students, who have been unable to score at the Commanding level. Further analysis of the NYSESLAT scores reveal that almost all of our students score higher in the areas of speaking and listening than reading and writing. Writing is the area that the majority of students need the most assistance with.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Based on the outcomes of low performance in the reading and writing modalities of the NYSESLAT, the school has put in place curricula supports for building reading strategies using non-fiction text and academic vocabulary. AMAO is used to drive curricula and establish needed programs. The data revealed that the school did not meet the target for students making progress (AMAO1) or achieving proficiency (AMAO2). As a result, in school AIS and Saturday Academy programs have been put in place to assist these students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

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, audio files, web programs 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 as well as class participation.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
With the exception of newcomers--who were placed in their own classroom for RTI instruction-- students were placed in classes based on their DRP levels. Teachers are following the Middle School Quality Initiative guidelines for Tiered Intervention, including cycles of reading instruction that guide students through independent reading, whole class reading and group reading at their individual level.
 6. How do you make sure that a student's new language development is considered in instructional decisions?
After reviewing data results from the NYSESLAT, ELE, ELA Math State exams and other subject based assessments, data is reviewed by teachers and administrators and is 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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 criteria: 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 2015 NYSESLAT scores reveal the majority of our students are either at the entering or expanding level.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
Personnel involved with the identification of ELLs include the school administration, ESL teachers, ELL coordinator, school secretary, testing coordinator and parent coordinator. Each time a new student registers at the school, the school secretary notifies the ELL Coordinator. When appropriate, the ELL Coordinator works with the Parent Coordinator to administer the Home Language Survey in Spanish. This year all of the parents of our new admits asked to respond to the Home Language Survey in Spanish or English. If a parent requested another language, and we did not have personnel in the building who spoke that language, we would call the Language Access Center. In our building we have personnel who speak French, Spanish and Russian. Within the first 10 days of admission to school the ELL coordinator conducts the parent and student interview, completes and reviews the HLIS, and administers the NYSITELL exam and Spanish Lab (if required). The NYSITELL and Spanish Lab are administered by pulling students from non-academic subjects (like gym or art). The ELL coordinator administers the test in the library. Services are provided according to NYSITELL results, upon which the school places students in appropriate classes and programs.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The ELL coordinator uses the SIFE questionnaire, as well as an interview with the parent upon enrollment. In addition, teacher evaluations based on student work and student performance are used as assessment criteria.
Within 30 school days from initial enrollment our school makes an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their schooling we complete

the following steps:

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering the school with IEPs is based on the determination of the Language Proficiency Team (LPT). The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including,

The student's history of language acquisition, including the student's current level of English proficiency, the student's previous language(s) spoken at home, and the student's current level of English proficiency.

The student's current level of English proficiency, including the student's current level of English proficiency, the student's current level of English proficiency, and the student's current level of English proficiency.

The student's current level of English proficiency, including the student's current level of English proficiency, the student's current level of English proficiency, and the student's current level of English proficiency.

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Team members include:

Ms. Ramirez (bilingual certified)

Ms. Naidich (assistant principal)

Ms. Blasini

(Director of Special Education).

Interpretation is provided by our parent coordinator, Mr. De LosSantos or the Language Access Center.

The timeline to accept or reject LPT recommendation is 20 days.

The Timeline for ELL service placement is 10 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ELL coordinator distributes copies of entitlement and non-entitlement parent notification letters within five days to the student and asks the student to sign for the letter. The coordinator maintains the originals of these letters. Further followup is via phone by the Parent Coordinator to ensure receipt of the letters.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed via written communication when they receive the entitlement letter for services.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
On the day students' NYSITELL scores are recorded the ELL coordinator sends a letter home in the parents' preferred language with students. The letter invites parents to an orientation. A follow-up phone call is made by the parent coordinator. When parents come to orientation the ELL coordinator, Ms. Brown, distributes information about all three courses via a brochure in their preferred language and shows parents the NYCDOE video in their preferred language. Ms. Brown is permanently certified in ESL. The default placement for bilingual Spanish-speaking ELLs, who score at an "entering" level is the bilingual program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ELL coordinator distributes letters through homeroom teachers. When letters are not returned the ELL coordinator follows up with the students and the homeroom teacher. As a next step, the parent coordinator calls the students' houses.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELL coordinator reads the forms and securely stores them in a file cabinet. The program selection is discussed with the assistant principal and teachers. If a Parent Survey and Program Selection form has not been completed and returned the parent coordinator calls the parents. If he is unable to get in touch with parents a follow-up letter is sent home with the student and the parent coordinator stresses the importance of the letter to the student.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ELL coordinator distributes placement forms via homeroom teachers and students sign for the receipt of the letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
With the exception of the HLS, which is kept in students' cumulative folder, original ELL documentation is retained in a folder for each student in the ELL coordinator's office. Copies of forms for communication with parents are distributed to students. Each folder includes a checklist of forms which the ELL coordinator uses to monitor the distribution and return of forms.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Once the official time line is given the Testing Coordinator, Ms. Dormer, 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 is used to determine eligibility for the NYSESLAT.
These are the steps followed:
Step 1: Identify Eligible Students
- The ELL Coordinator prints out the RLER report from ATS for a list of NYSESLAT-eligible students. The ELL coordinator notes the number of NYSESLAT-eligible students at 254.
 - The ELL Coordinator identifies any NYSESLAT-eligible students who have long-term absences and the parent coordinator calls their parents to ensure students are present during scheduled exam times.
 - Upon receipt of the NYSESLAT materials the ELL Coordinator counts the number of booklets and answer documents
- Step 2: Mr. Bastias, Ms. Ramirez, Ms. Elmore and Ms. Brown will administer all Subtests of the NYSESLAT during the Administration Window .
- Ms. Brown will be responsible for tracking student completion and ensuring students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.
- Step 3: The Parent Coordinator follows up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ELL coordinator distributes the letters via homeroom teachers. A copy of the letter is maintained in the ELL coordinator's office. Students sign for the receipt of the letter.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Program offerings are aligned with parent selections which tends to be TBE and ENL 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 ENL 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 ENL and bilingual programs for enrollment. Currently, IS 254 has 56 students in TBE, which accounts for nearly one third of our ELL population. The parent of every new ELL student enrolled this year requested TBE and their child was enrolled in a TBE program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 In our Freestanding ENL program, sixth and seventh grade students are programmed in one self-contained class per grade level and receive ENL services from a push-in ELL teacher. Students are not newcomers, but have mixed proficiency levels and travel together as a block. Students are also serviced by content area teachers with ELL certification. ELL students who require a self-contained setting are grouped in self-contained classes with a license special education teacher and a push-in ELL teacher. On the eighth-grade level ENL students also travel together in a heterogeneous group. Eighth grade ELL students are serviced by a standalone ENL program with a certified ENL teacher.
 - b. TBE program. *If applicable.*
 Students in TBE travel together as a group and receive math and social studies in their native language. In addition, these students receive ENL and ELA classes taught by certified ENL and bilingual teachers. The grade-level curriculum is adapted by bilingual and ELL certified teachers.
 - c. DL program. *If applicable.*
 N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 Entering and emerging students receive 360 minutes of ENL instruction per week. They have one unit of study in ENL taught by a certified ESOL teacher and one unit of study in ELA taught by a certified ESOL teacher. Our transitioning and expanding students receive more than 180 minutes of instruction per week. They receive 1 unit of study in ELA with a certified ESOL teacher and a 7-8 certified content area teacher. They also receive 90 minutes of integrated ENL.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 In the TBE program social studies and math are delivered in Spanish for newly arrived students. Other content areas are taught by teachers certified in ENL or with ENL extensions. 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 43 minute blocks. Across all subjects is an emphasis on academic vocabulary. Instructional approaches include scaffolding, close reading, and use of visualization. A variety of materials support learning for example, visual, physical, auditory and multimedia resources. Picture dictionaries and laptops are available as reference tools and support. We also use graphic organizers, sentence stems and web-based programs for scaffolding.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 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?
 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

ELL students on NYS ELA and content-area assessments are allowed "time and a half."

- ELL students will take the NYS ELA and content-area assessments in a separate location (all exams).
- Proctors will read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.
- ELLs will use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE).
- ELLs will use both English and an alternative language edition of content-area tests simultaneously.
- ELL students will receive an oral translation of a state examination when there is no translated edition provided by SED.

- ELL students will make use of alternative language editions of state examinations and may write their responses to the open-ended question in their home languages.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.
5. School consults with parent or guardian.

- If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)3F 4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal,

Chart parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents will be kept in the student's cumulative folder.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 Teachers use the Common Core aligned ELA program Expeditionary Learning with scaffolding using visuals, graphic organizers, sentence frames, and word banks. Students listen to audio files of shared novels. Teachers are also using a web-based writing program, Writing Matters, which leads students through writing genres using visuals, audio and computer-based instruction in the Writing Workshop Model.

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

Students are grouped within ICT and self-contained classes according to their language needs, instruction and increased focus on vocabulary and word study. Students were also tested by Degrees of Reading Power and arranged into small groups by reading level for targeted instruction. This instruction includes Wilson reading and best practices according to the Middle School Quality initiative framework for small group reading instruction.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

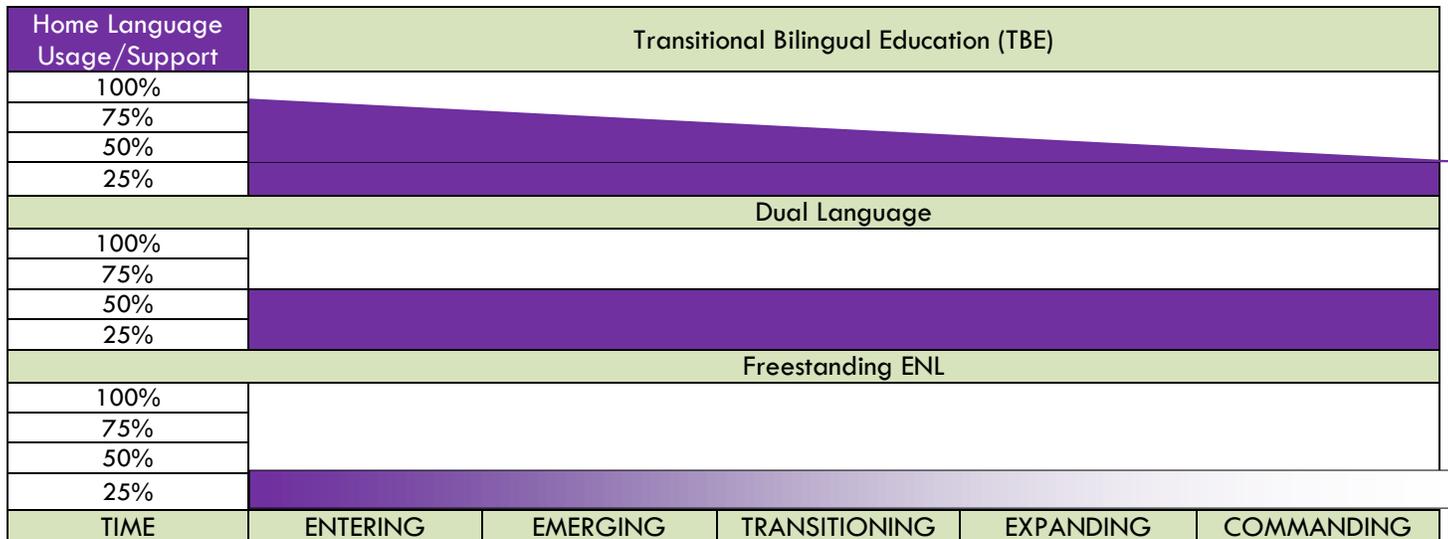


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for ELLs in Math, ELA, and other content areas include: -Targeted Intervention which includes Tiered Reading 5 periods a week - 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, and afterschool content-rich programming provided by ACDP.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current TBE program has proven extremely effective for ELL students. TBE mathematics students have made some of the strongest gains in the school on the NYS mathematics exam, with the majority moving one proficiency level by the end of the academic year.
In addition our new computer-based TCI program for TBE social studies is providing strong content-area support for new arrivals, so they keep pace with the NYS social studies scope and sequence.
In terms of language development, our ELL teachers are providing support with reading and writing support with audio files, a computer-based writing program and genre-based libraries at students' Lexile level.
12. What new programs or improvements will be considered for the upcoming school year?
A strong push is being made for the following improvements to the instruction of ELLs at IS 254: - - Increase hiring of ESL certified personnel and/or personnel with a strong performance record in teaching ELLs, especially ELL-SWDs. - A change in programming/scheduling formats to allow for ELL students of high academic ability to take part in honors classes regardless of self-contained ENL placement. - Increase of school based and outside professional development of teachers of ELLs. - Improvement of our identification process and service of ELL parents.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Students are recruited for participation in 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: 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. In addition, students participate in our arts in the middle grant which include trips to Lincoln Center and school visits by performance artists.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
IS 254 uses the following instructional materials to support the language development of our ESL and Bilingual students: Word Generation (Spanish and English versions), audio files of core novels, web-based programs like Duolingo for beginners, TCI for biligual social studies, Expeditionary Learning for ELA, and Writing Matters, a web-based writing program. In addition each teacher has a leveled classroom library and a print rich environment. Also used are graphic organizers and close reading materials.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the school library, native language support and development is delivered by allowing students the opportunity to explore appropriate middle school level text in their native language (Spanish). Specific in the content area of math, students are provided Spanish language textbooks and materials in alignment with the current curriculum. In Social Studies, students are provided with literature and materials in the native language (Spanish) as a curricula support in reading and writing.:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services/resources support and correspond to ELL's ages and grade levels as vetted by our ELL teachers, content area teachers with bilingual extenstions and our ELL coordinator. Materials span grades 4 to 8.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled ELLs are welcomed with an orientation in their home language before school starts. Students are offered activities through ACDP five days a week in their native language. During school hours Mr. Bastias, an ELA teacher with a biligual extension, and former ELL students offers new students activities at lunch such as a movie club and book club.
19. What language electives are offered to ELLs?
Spanish is offered for eighth graders.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 ELL 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. Topics of study for this school year include the Writing Workshop model, reading assessments, Guided Reading, reading strategies for non-fiction text, and academic vocabulary, small group reading instruction and incorporating reciprocal teaching and integration of technology. In addition, our entire staff gathers for PD immediately after school every Monday and is engaged in cycles of learning. Our first cycle (September-October) focused on coherent instruction. Our second cycle of PD (November-December) focuses on the Gradual Release of Responsibility model. Our third cycle of PD (January-February) will focus on data driven instruction and assessments. Our fourth cycle of PD (March-April) will focus on ELL teaching strategies. This will include best teaching practices for working with an ELL population, resources for reaching ELL students and the socio-emotional consequences of being an ELL student.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 Professional development is provided within the school by teacher leaders, the literacy coach and assistant principals. 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. ELL teachers participate in intervisitation to non ELL classes that are proficient in the Common Core curriculum.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 In our grade and subject meetings, there is articulation across grade and content areas to discuss ELL instructional strategies for the purpose of building ELL support across the curriculum. Workshops and conferences are provided to inform differentiated professional development in critical areas. Teachers articulate, plan and share best practices. Regular subject and grade meetings place emphasis on teachers' developing lesson plans that focus on the various performance indicators.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 Agendas and attendance are kept for all professional development activity at the school. During our ENL department meetings, bilingual and ENL teachers receive ELL specific strategies for implementing and infusing within the curriculum best practices in speaking, reading, and writing instruction for middle school English language learners. In addition, as mentioned above, our fourth cycle of PD, will focus on ELL teaching strategies for all teachers. Activities during department meetings include: guided practice writing lessons using the gradual release model, guided practice adapting curriculum, looking at students work and determining next steps, grouping students by data and designing appropriate curriculum. New ENL teachers are coached by veteran teachers in the classroom and receive follow-up feedback after each lesson.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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. All communication is provided in parents' native or preferred language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

All ELL parents are provided with the ELL Coordinator's phone number and email address when they receive an entitlement letter or continued entitlement letter. The ELL Coordinator is Ms. Brown. In addition our Parent Coordinator, Mr. De LosSantos speaks Spanish and is actively involved in ensuring parents needs are met on a daily basis. For our annual individual meeting with ELL parents attendance will be kept with sign-in sheets, in the same manner attendance is kept for parent-teacher conferences. A letter will be sent home with students in their parents' preferred language and follow-up phone calls will be made to ensure parents attend the annual individual meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our PTA consists of ELL and non ELL parents/guardians. All parents/guardians including the parents/guardians of ELLs are invited to attend parent workshops, PTA meetings and other meetings with staff and administration. Our Lincoln Center partnership included a trip to Lincoln Center for ELL students and a performance at our school, which parents were invited to attend. Parents are encouraged to participate in information meetings at the school and join in High School tours and the district Middle School Fair so they are more fully aware of educational options for their children. The PTA reaches out to get parents involved in planning, as well as, participating in these events. Parents are kept informed by letters and updated calendars sent home by backpack and via phone calls. Translation services are used when necessary in communicating with parents. In addition, a large number of our staff speaks Spanish.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with the Association of Progressive Dominicans, to provide academic and extracurricula support after school. In addition the school has a partnership with Lincoln Center which brings performing artists to our school and provides students with the opportunity to attend performances at Lincoln Center.

5. How do you evaluate the needs of the parents?

We use the feedback from the learning environment survey to evaluate and better address the needs of our ELL families. We also use feedback from any parent workshops to gather information and evaluate the success of the workshops. The parent coordinator also distributes letters and invitations about any city-wide parent workshops. When available he also distributes them in various languages of the parents. Our PTA reaches out to new families and parents are encouraged to attend PTA meetings to inform the PTA of their needs and concerns.

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

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.

D. Additional Information

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

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Marrero	Principal		11/18/15
Ms. Naidich	Assistant Principal		11/18/15
Mr. De Los Santos	Parent Coordinator		11/18/15
Ms. Aiken	ENL/Bilingual Teacher		11/18/01
	Parent		11/18/01
Mr. DeCastro	Teacher/Subject Area		11/18/15
Ms. Ramirez	Teacher/Subject Area		11/18/15
Kim Brown	Coach		11/18/15
	Coach		1/1/01
Ms. Portes	School Counselor		11/18/15
Ms. Mashel	Superintendent		11/18/15
	Borough Field Support Center Staff Member _____		11/18/15
Ms. Amparo	Other <u>psychologist</u>		11/18/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 10X254 School Name: Intermediate School 254
Superintendent: Melodie Mashel

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In the office personnel speaks English and Spanish. If parents don't speak either of those languages than the Language Access Card is used to determine the home language. If no one in the building can speak the language indicated on the Language Access Card, the Language Access Coordinator calls the Language Access Center. In addition we use the Home Language Survey, ATS reports (RAPL and the UPPG) to identify what language parents speak and read. Student Emergency Contact cards indicate the preferred language, as well.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish
French

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Teacher Conference announcements
After-school program information
Newsletters
New York State Testing Dates
School Closure Dates
Letters from the PTA

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conferences as per NYC DOE calendar
Registration (upon arrival)
Home Language Survey (upon arrival)
Orientation for parents of ELL Learners (ongoing soon after arrival)
Disciplinary Meetings (ongoing)
IEP Meetings (ongoing)
Family Worker Meetings and Home Visits to address truancy (ongoing)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Mr. De Los Santos, our parent coordinator, translates the majority of documents to parents. We also use templates for school holidays, parent-teacher conferences and other DOE notices from Translation Unit's intranet site. In the event a language other than Spanish is used Mr. De Los Santos works with the T & I unit, the Big Word or Language Access Services to ensure translations are distributed at the same time as English language documents. A calendar of events is provided to the Big Word for planning purposes.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation is provided on site by school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our Parent Coordinator and Language Access Coordinator will distribute the "I Speak" card and the T & I Brochure to staff to make staff aware of how to use translation services and over-the-phone services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Parents' Bill of Rights was distributed during parent orientation. The Parents' Guide to Language Access and Language ID Guide were posted at the security desk and main office. We posted the Welcome Poster by the front office.

Part F: Monitoring and Quality Control

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

We use the parent survey that is distributed by the NYC DOE. In addition parents are encouraged to call and email the Language Access Coordinator and ELL Coordinator with feedback about the quality and availability of services.