



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : WAVERLY SCHOOL OF THE ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23/K/156

PRINCIPAL: BEVERLY LOGAN

EMAIL: BLOGAN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Beverly Logan	*Principal or Designee	
Grace Small	*UFT Chapter Leader or Designee	
Lakeisha Porter	*PA/PTA President or Designated Co-President	
Monique Barker	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Loren Cooper	Member/ Teacher	
Tracey Bean-Haye	Member/Teacher	
Amanda Morrison	Member/ Parent	
Yazmine Estrada	Member/ Parent	
Kisha Hopgood	Member/ Parent	
Cheryl Ann Scott	Member/ Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To improve the level of academic rigor by aligning instruction to the Common Core Learning Standards

Students in grades K-5 will be engaged in at least one literacy and one math task that are embedded in a rigorous curriculum unit aligned to the Common Core Standards.

Action Plan: *In literacy grades K-2 will create a written response to informational texts through group activities and with prompting and support.*

In literacy grades 3-5 will provide a written analysis of informational texts.

In math all grades will be engaged in math tasks that require them to demonstrate reasonable arguments to arrive at an answer.

Comprehensive needs assessment

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

Based on NY State adopting the Common Core Learning Standards by 2014, there is a school-wide and City wide initiative to start developing curriculum that will be aligned to the Common Core Standards. With that development to also start to expose students to the tasks so that they will be prepared to perform well and on their way for college readiness.

Instructional strategies/activities

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

In literacy grades K-2 will create a written response to informational texts through group activities and with prompting and support.

In literacy grades 3-5 will provide a written analysis of informational texts.

In math all grades will be engaged in math tasks that require them to demonstrate reasonable arguments to arrive at an answer.

Teachers will begin looking at student work and examining the gaps in the curriculum that needs to be filled in order to prepare students.

Teacher teams are formed to help keep track of the data and to examine and implement Common Core tasks with students.

Students in K-2 will create a written response to informational texts; students in 3-5 will provide a written analysis of informational texts.

In math all grades will present reasonable arguments to arrive at an answer.

Students will be exposed to one literacy and one math task by June, 2012

Strategies to increase parental involvement

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

Parents will be exposed to a Common Core Learning Standard Workshop presented by teachers and the Parent Coordinator in January, 2012 where they will be exposed to what the CCLS are and examples of literacy and math tasks that their students are expected to perform.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
PS. 156 will wherever possible recruit teachers who are appropriately certified. Those teachers who are not will be monitored thoroughly through principal counseling 'offered administrator support and teacher Center professional assistance.
We will continue to provide high quality professional development during grade conferences, lunch and learns, after school and Saturdays. These services will be provided by our Teacher Center Specialist, as well as our master teachers on staff through visitations. All professional development will be geared towards the needs of our Staff in promoting high quality instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Students in temporary housing are offered a variety counseling venues, from my Sapis Worker, Social Worker and School Psychologist. We provide incentives for good attendance and good grades where students receive occasional trips to the theater, sporting events, for good behavior, provide opportunities for some students to participate in Ball room dancing, help 5th graders with their senior dues,. If a student is in need of a uniforms, coats, or clothing, school supplies we will provide with our STH funds or PA tries to supplement. In order to make the transition for pre-school children easier we will invite daycares to come and visit the school. We will also provide an orientation for pre kindergarten parents and children so that they can become adjusted to the school and be familiar with their daily activities.

Budget and resources alignment

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

Time in our weekly schedule have been adjusted to allow time for teachers to meet to study student work, perform gap analysis and begin to align the curriculum to CCLS. Title III and Fair student funding allocations will be used to provide support academically in afterschool and Saturday programs for students with disabilities, English Language Learners and students who are at levels 1 and 2.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Improve teacher effectiveness by clarifying expectations, while developing and monitoring a shared understanding of instructional excellence.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
To align ourselves with citywide Chancellor initiatives, and to elevate teacher practice which would align to the implementation of the Common Core Standards.

Instructional strategies/activities

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

Teachers will log onto ARIS Learns where they will take a self-assessment on selected components of a research-based rubric and enter their goals for the year.

School coaches and administration will conduct professional development activities designed to develop a clear understanding of what the effective teaching should look like, build on the practice observed in classrooms and arrange collaborative investigation of practice, Instructional rounds, teacher meetings and data days.

School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric.

Strategies to increase parental involvement

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

The annual Title 1 meeting will reveal any teachers that are not highly qualified, parents will be informed of the Chancellor's initiatives via workshops and /or the Principal's Report which is given at every PA meeting.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal. PS. 156 will wherever possible recruit teachers who are appropriately certified. Those teachers who are not will be monitored thoroughly through principal counseling offered administrator support and teacher Center professional assistance.

We will continue to provide high quality professional development during grade conferences, lunch and learns, after school and Saturdays.

These services will be provided by our Teacher Center Specialist, as well as our master teachers on staff through visitations. All professional development will be geared towards the needs of our Staff in promoting high quality instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Students in temporary housing are offered a variety counseling venues, from my Sapis Worker, Social Worker and School Psychologist. We provide incentives for good attendance and good grades where students receive occasional trips to the theater, sporting events, for good behavior, provide opportunities for some students to participate in Ball room dancing, help 5th graders with their senior dues,. If a student is in need of a uniforms, coats ,or clothing, school supplies we will provide with our STH funds or PA tries to supplement. In order to make the transition for pre-school children easier we will invite daycares to come and visit the school. We will also provide an orientation for pre kindergarten parents and children so that they can become adjusted to the school and be familiar with their daily activities.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Within Teacher extended day on Thursdays, teacher will be introduced to the research-based Danielson Framework which will focus conversations between teachers and administrators on improving teacher practice. We have also hired CITE Consultants to provide workshops for teachers on accountable talk, questioning and depth of knowledge.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Teachers will use data to identify specific needs in order to monitor progress and differentiate instruction with students with disabilities population.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
On our 2011 State Report Card we did not make AYP in ELA and Math for Students with Disabilities. We also realized that there was a major gap between the performance of our general education students and our students with disabilities on all performance levels.

Instructional strategies/activities

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

Special education teacher team will be formed to track data and share best practices.

Based on results received from running records, unit tests, and acuity teachers will work with students in small groups to address their needs.

Running records will be administered three times during the year and recorded in Reading Tracker.

Students will be departmentalized in literacy. Students with phonics and decoding struggles will be immersed in Spell Read intervention program while students who are reading fluently will work in our Treasures Basal Reading Program

Students will participate in extended day and a Mentoring After School Program where they will receive an hour of academics and enrichment within small groups catered to their literacy needs.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Workshops will be held to empower parents to help students to become more successful in school. Progress reports will be given to keep parents abreast on how their child is improving academically. IEP conferences and workshops will be held as well for parents to understand the goals set for their children.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
PS. 156 will wherever possible recruit teachers who are appropriately certified. Those teachers who are not will be monitored thoroughly through

principal counseling 'offered administrator support and teacher Center professional assistance. We will continue to provide high quality professional development during grade conferences, lunch and learns, after school and Saturdays. These services will be provided by our Teacher Center Specialist, as well as our master teachers on staff through visitations. All professional development will be geared towards the needs of our Staff in promoting high quality instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Students in temporary housing are offered a variety counseling venues, from my Sapis Worker, Social Worker and School Psychologist. We provide incentives for good attendance and good grades where students receive occasional trips to the theater, sporting events, for good behavior, provide opportunities for some students to participate in Ball room dancing, help 5th graders with their senior dues,. If a student is in need of a uniforms, coats ,or clothing, school supplies we will provide with our STH funds or PA tries to supplement. In order to make the transition for pre-school children easier we will invite daycares to come and visit the school. We will also provide an orientation for pre kindergarten parents and children so that they can become adjusted to the school and be familiar with their daily activities.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Special education teachers will receive professional development from Gold Mansour, CITE , and CEIS Specialist on differentiation of instruction, the models of Collaborative team teaching. In addition students will be involved in afterschool program where the students will get academic help and mentoring on improving social skills.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	4	4	N/A	N/A	13	4	3	5
1	15	15	N/A	N/A	31	9	1	6
2	22	14	N/A	N/A	37	6	6	5
3	12	12	N/A	N/A	42	5	3	3
4	35	35	22	22	48	11	5	7
5	25	25	16	16	40	5	5	3
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Students are serviced before, during, after school and on Saturdays. • Students are seen in small groups or one on one, depending on student’s individual needs. • Instruction is data driven. • Programs used are researched based and prescribed to differentiate instruction. <p>Programs/Strategies: Spell Read, Foundations Phonics, Chall Popp Phonics, Benchmark Fluency Program, Great Leaps! Achieve It! Reading and Language Arts, Lexia Reading computer program, Ticket to Read.</p>
Mathematics	<ul style="list-style-type: none"> • Students are serviced before, during, after school and on Saturdays. • Students are seen in small groups or one on one, depending on student’s individual needs. • Instruction is data driven. • Programs used are researched based and prescribed to differentiate instruction. <p>Programs/Strategies: Everyday Math Games, Math Steps, Great Leaps Math, Achieve It! Mathematics, Minute Math, Number Heroes computer program</p>
Science	<ul style="list-style-type: none"> • Before, during, and after school and Saturday school. • Students are seen in small groups or one on one, depending on student’s individual needs. • Instruction is data driven. • Programs used are researched based and prescribed to differentiate instruction. <p>Programs/Strategies: Vocabulary Advantage for Science, Science Centers, reading in the content Area, and Hands on activities twice a week.</p>
Social Studies	<ul style="list-style-type: none"> • Before, during, and after school and Saturday school. • Students are seen in small groups or one on one, depending on student’s individual needs. • Instruction is data driven. • Programs used are researched based and prescribed to differentiate instruction. <p>Programs/Strategies: Vocabulary Advantage for Social Studies, Social Studies Centers, Reading in the Content Area, as well as National Geographic Magazines, newspapers</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • Before, during, and after school . • Students are seen in small groups or one on one, depending on student’s individual needs. • Instruction is data driven. • Programs used are researched based and prescribed to differentiate instruction. <p>Programs/Strategies: Vocabulary Advantage for Social Studies, Social Studies Centers, Reading in the Content Area, as well as National Geographic Magazines, newspapers</p>
<p>At-risk Services provided by the School Psychologist</p>	<ul style="list-style-type: none"> • Provide students with support for: Test anxiety Family issues Personal issues Inter-personal relationships
<p>At-risk Services provided by the Social Worker</p>	<ul style="list-style-type: none"> • Discuss and find ways to improve peer, teacher, and family relationships. • Conflict resolution workshops. <p>Provide referrals to supportive agencies.</p>
<p>At-risk Health-related Services</p>	<ul style="list-style-type: none"> • Educate the students on the symptoms of asthma, the triggers and management. • Medicate students who are on daily medication. • Provide first aid. • Monitor health needs of all students. <ul style="list-style-type: none"> - Referrals to supportive agencies. - Provide health awareness workshops. <p>Occupational Therapy and Physical Therapy.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Chris Groll/Roxan Marks	District 23	Borough Brooklyn	School Number 156
School Name Waverly School			

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

Principal Beverly Logan	Assistant Principal Beth Albana, Ronda Phillips
Coach Oceania Reyes	Coach type here
ESL Teacher Ms. Batista-Rodriguez	Guidance Counselor Arthur Counts
Teacher/Subject Area Renee Cortese/AIS	Parent type here
Teacher/Subject Area Grace Small/SETTS	Parent Coordinator Carolyn Smith
Related Service Provider Jeanette Cochran/OT	Other type here
Network Leader Roxan Marks	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	809	Total Number of ELLs	33	ELLs as share of total student population (%)	4.08%
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Part II: ELL Identification Process

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

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

2aste response to questions 1-6 here

1. When a parent or guardian registers a child at PS 156, they are greeted and guided through the registration process by the pupil accounts secretaries and the ELL Coordinator/ESL Teacher. Parents complete registration forms, which include the "home Language speaking parent." Our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages. The HLIS is immediately reviewed by the licensed ELL Teacher/ESL Teacher. ESL Teacher to determine whether the child is a potential ELL and an OTELE code is entered in ATS. Eligibility for the LAB R testing is determined by the ELL Coordinator/ESL Teacher based on the parents' responses on the HLIS. The LAB-R administered by the ESL Teacher to all students with a home language other than English within ten days of registration. If the LAB-R results indicate that a Spanish speaking child is entitled to ESL services, the ESL teacher administers the Spanish Lab to determine language dominance and program options available to the student. Each Spring, students are evaluated through the administration of the NYSESLAT until they receive a score of Proficient. NYSESLAT data is analyzed to determine trends in the modalities of listening, speaking, reading and writing. ESL programming is modified based on NYSESLAT data to ensure student needs are met.
2. Parents or guardians of entitled students are notified of their entitlement and invited to an orientation session by an invitation in a letter delivered home in the home language. At the beginning of the school year, multiple orientation sessions are held at various times to accommodate parent schedules. The informational video is used as part of the orientation session, which acquaints parents of ELLs "with all opt home are used when parents are unable to attend orientations. Parents are encouraged to come into the school for a one on one meeting with the ELL Coordinator if they are comfortable in that setting. ions in regard to program placement. The dual language, transitional bi lingual, and free standing ESL programs are described in detail. We use translated DVD's and pass out brochures in their home language. After the informational video, the ELL coordinator further explains the three programs available in New York City and answers any additional questions parents may have. Parents complete the selection forms and the ESL coordinator reviews parent choice. If Transitional Bilingual Education TBE is chosen, the parent is informed, due to parental choice, there is no bi lingual program at PS 156 at this time. However, if parent choice were to change, their children would be placed in such a class, while being serviced through a monolingual ESL pull out in the interim. When parents' top choice are not met by the school's current offerings, the ELL Coordinator, an administrator, and the parent meet to discuss alternate options, including transfer to a bilingual program within the district. One to one meetings, phone conversations, or informational packets home are used when parents are unable to attend orientations. Parents are encouraged to come into the school for one on one meeting with the ELL Coordinator if they are more comfortable with this option.
3. Entitlement letters in the home language are sent home with students to inform parents that their child is entitled to services based on the LAB R test. Parent Survey and Selection forms are sent home with students, with a due date and parents orientation ate clearly indicated on the form. Survey and selection forms are distributed at orientations to be completed after viewing the video. Follow up phone calls are made and additional orientations are scheduled to encourage those unable to attend earlier orientations to return their program selection forms. If parents do not return their selection forms, students are placed in the default program tht is available at PS 15 based on the existing ELL population.

4. Once ELLs are identified, LAB-R scores and Spanish LAB scores (if applicable) are shared with and explained to the parents to enable them to make an educated decision about whether they would prefer a bilingual or ESL program for their child. Parents view and read informational materials and discuss the programs with the ESL teacher and school administration. If the program they choose is not available at PS 156, parents are provided the resources they need for a school transfer. PS 156 has Spanish, French and Haitian speaking staff members, so parents are able to meaningfully communicate with school staff. Additional translation services are pursued if necessary. All records are maintained in students cumulative

5. After reviewing the Parent Survey and Program selection forms for the past few years, parent programs choice shows a growing preference towards ESL instruction. Parent Choice during the 2009-2010 school year, only one parent chose Dual Language as their first choice. The parent chose to opt out of a transfer. The forms from the 2010-2011 indicate a preference for ESL instruction, with all parents selecting ESL as their first program choice. Careful attention is paid for parent choice.

6. The program models offered at PS 156 are aligned with parent requests, as most parents in our school community have a tendency to request ESL programming. Parents who requested bilingual or dual language programs have rejected a transfer because of their desire to attend the neighborhood school. In these cases, the supports provided by the ESL program are thoroughly explained to parents.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): spanish
Dual language program	Yes●	No●	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	7	8	8	4	3	2								32
Total	7	8	8	4	3	2	0	0	0	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	28
SIFE	0	ELLs receiving service 4-6 years	5
		Special Education	4
		Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0			0
Dual Language	0	0	0	0	0	0	0			0
ESL	33	0	3	5	0	0	1	0	1	39
Total	33	0	3	5	0	0	1	0	1	39

Number of ELLs in a TBE program who are in alternate placement: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	7	8	4	2	1								28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian					1									1
French	1	1		1		1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	7	8	9	5	3	2	0	0	0	0	0	0	0	34

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

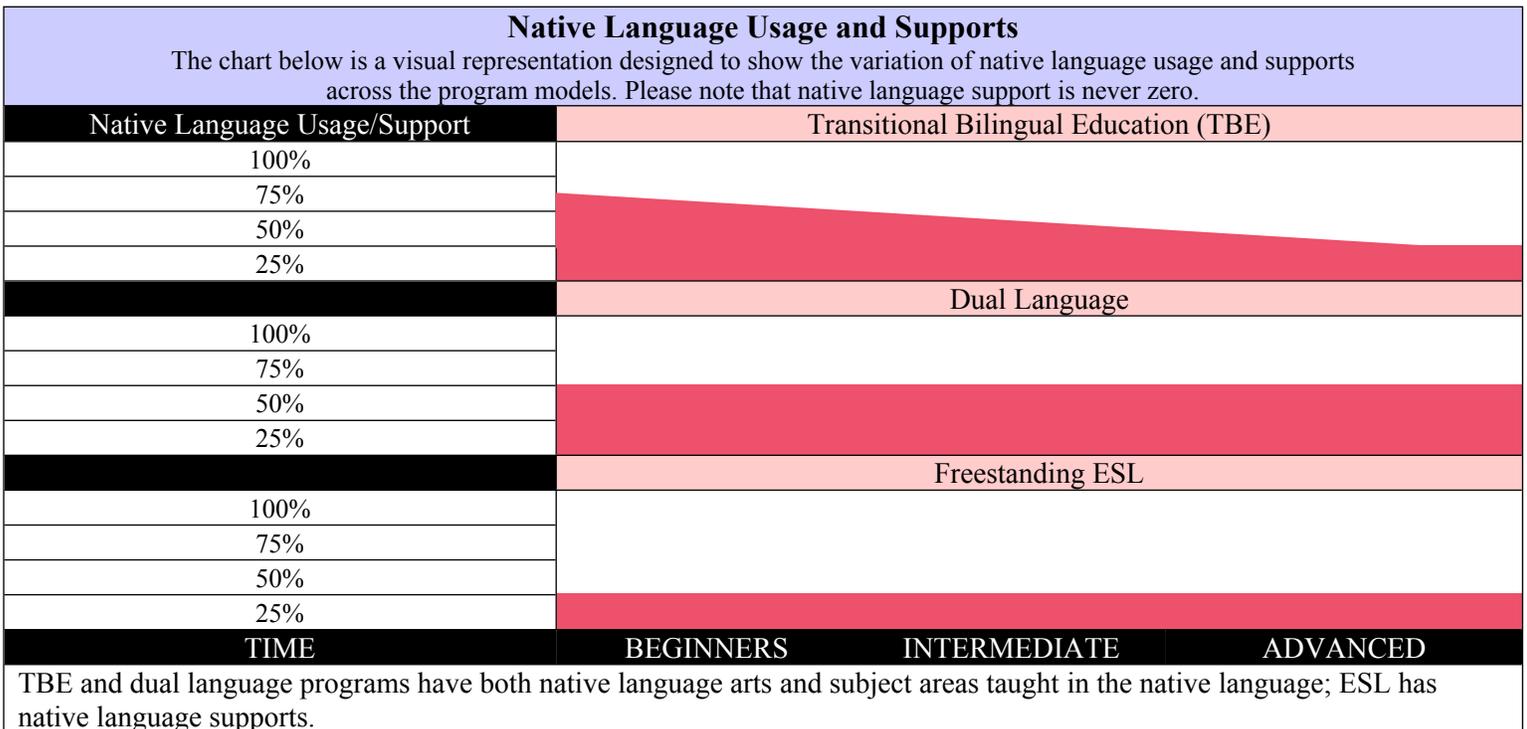
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Targeted intervention programs includes our Title III program which will include a mentoring program where students are tutored or provided homework help as well as enrichment during afterschool. These include the Acuity program, which has instructional resources assigned to students based on their skill-specific strengths and weaknesses. Parents will also become more familiar with ARIS Parentlink and how to use this resource to learn more about their children's academic progress and how best to support their children as learners. We will also provide guidance on how to use the "Ticket to Read" program that we have adopted, and introduce parents to other online resources. We anticipate serving approximately 20 students in this enrichment program. We will offer this program on Wednesdays after school from November through May. The service providers will be fully certified teachers with ESL or Bilingual Licenses. ELLs will receive additional support through their participation in Saturday Academy, which will be offered from February-May. This will provide support in ELA, math, and other content areas.

Several measures have been taken to ensure the continued success of students who achieve a score of proficient on the NYSESLAT. First, the parent is informed that their child is no longer mandated to receive ESL services, but may elect to have their child continue receiving ESL services for the critical transitional year. If the parent chooses this option, the child will be seen 3-4 times per week in a group consisting only of students who have scored at the Advanced and Proficient levels. Academic Intervention Services (AIS) are also offered to transitional ELLs who appear to need additional support to succeed in the monolingual classroom.

Another element of our Title III program will include a combination Readers' Theater activity and NYSESLAT prep. Including both activities stems from our school's strong belief in integrating the arts throughout the curriculum. Students should have the opportunity to participate in the arts and receive instruction that will help them demonstrate English proficiency. We also believe that Readers' Theater will serve as an incentive and increase participation in the NYSESLAT prep program. We anticipate serving approximately 40 students in this program as well. The service providers will be fully certified teachers with ESL or Bilingual Licenses.

There will be no discontinued programs for ELLs.

Equal access to after school programs is ensured by information being distributed in the home language. Another after school program for ELLs will be offered in addition to the mainstream after school program. In this native after school program, ELLs receive additional instruction using ESL strategies, with a focus on vocabulary development and test sophistication.

Technology is an important instructional tool in the ESL classroom the SMARTBoard is utilized in order to provide extra visual aides and context for lessons using the internet. A listening center is also incorporated into ESL instructional time, where students are given opportunities to listen to books and complete activities related to thematic units. Reading A to Z is utilized to expose students to a wide variety of authentic texts at their level. The ESL classroom has a vast library, which ensures students are exposed to a wide variety of genres, reading strategies, and vocabulary. Bilingual dictionaries are always available to students, and native language supports are provided by the instructor for beginners when necessary.

Native language is supported is through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students are encouraged to also write the word in their notebooks, translated into the native language. Students are exposed to texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the native language during instructional time occurs only when absolutely necessary within the framework of the ESL class, and usually with new arrivals to ease them into their new school experience.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Targeted intervention programs includes our Title III program which will include a mentoring program where students are tutored or provided homework help as well as enrichment during afterschool. These include the Acuity program, which has instructional resources assigned to students based on their skill-specific strengths and weaknesses. Parents will also become more familiar with ARIS Parentlink and how to use this resource to learn more about their children's academic progress and how best to support their children as learners. We will also provide guidance on how to use the "Ticket to Read" program that we have adopted, and introduce parents to other online resources. We anticipate serving approximately 20 students in this enrichment program. We will offer this program on Wednesdays after school from November through May. The service providers will be fully certified teachers with ESL or Bilingual Licenses. ELLs will receive additional support through their participation in Saturday Academy, which will be offered from February-May. This will provide support in ELA, math, and other content areas.

Several measures have been taken to ensure the continued success of students who achieve a score of proficient on the NYSESLAT. First, the parent is informed that their child is no longer mandated to receive ESL services, but may elect to have their child continue receiving ESL services for the critical transitional year. If the parent chooses this option, the child will be seen 3-4 times per week in a group consisting only of students who have scored at the Advanced and Proficient levels. Academic Intervention Services (AIS) are also offered to transitional ELLs who appear to need additional support to succeed in the monolingual classroom.

Another element of our Title III program will include a combination Readers' Theater activity and NYSESLAT prep. Including both activities stems from our school's strong belief in integrating the arts throughout the curriculum. Students should have the opportunity to participate in the arts and receive instruction that will help them demonstrate English proficiency. We also believe that Readers' Theater will serve as an incentive and increase participation in the NYSESLAT prep program. We anticipate serving approximately 40 students in this program as well. The service providers will be fully certified teachers with ESL or Bilingual Licenses.

There will be no discontinued programs for ELLs.

Equal access to after school programs is ensured by information being distributed in the home language. Another after school program for ELLs will be offered in addition to the mainstream after school program. In this native after school program, ELLs receive additional instruction using ESL strategies, with a focus on vocabulary development and test sophistication.

Technology is an important instructional tool in the ESL classroom the SMARTBoard is utilized in order to provide extra visual aides and context for lessons using the internet. A listening center is also incorporated into ESL instructional time, where students are given opportunities to listen to books and complete activities related to thematic units. Reading A to Z is utilized to expose students to a wide variety of authentic texts at their level. The ESL classroom has a vast library, which ensures students are exposed to a wide variety of genres, reading strategies, and vocabulary. Bilingual dictionaries are always available to students, and native language supports are provided by the instructor for beginners when necessary.

Native language is supported is through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students are encouraged to also write the word in their notebooks, translated into the native language. Students are exposed to texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the native language during instructional time occurs only when absolutely necessary within the framework of the ESL class, and usually with new arrivals to ease them into their new school experience.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Our parents are involved in their children's education in several ways at PS 156, and we are also implementing new programs to spark additional involvement as well. Parents are invited to the monthly orientation sessions, parent-teacher conferences, monthly strand performances, and are updated regularly on their children's progress. Within the first few weeks of school, curriculum days provide an opportunity to learn about student curriculum and meet the teachers. During parent-teacher conferences, parents have the opportunity to meet and discuss student progress with classroom teachers, related service providers, and the ESL teacher.

2. Learning Leaders collaborate with PS 156 to assist parents with workshop suited to their needs.

3. Parent needs are evaluated formally through the learning environment survey. Informally, regular discussions with parents at dismissal, phone calls home, and e-mails keep us in tune with what parents need. Many parents have expressed concern they are not able to help their child with their homework or read to their child in English. Our Title III after school program with homework help and access to the ESL classroom library (complete with Spanish and English books) will empower parents to help their students complete their homework and read outside of school.

4. Our parents indicated via the learning environment survey that they would like additional afterschool programs as well as increased interaction with technology. The side-by-side parent and student netbook program we are implementing with Title III funding should also entice parents who have not yet become part of the PS 156 community to join us.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	8	5	0	0	0								14
Intermediate(I)	0	0	1	2	0	1								4
Advanced (A)	6	0	4	1	3	1								15
Total	7	8	10	3	3	2	0	0	0	0	0	0	0	33

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2	1		3
4	2	2			4
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			5		1				6
4									0
5									0
6									0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0

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

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

Paste response to questions 1-6 here

Early literacy skills are assessed in several ways. We use Fountas & Pinnell Benchmarking, DIBELS, and ECLAS-2 for students that do not benchmark on DIBELS. We also use teacher-created letter recognition and sight word assessments to track progress. The Spanish LAB and informal assessments are often used to determine an ELL's literacy skills in their native language. Fountas & Pinnell running records provide insights about the comprehension and fluency skills our ELLs need to work on. Phonics and reading instruction is guided by the needs discovered through these assessments. Running records allow the classroom and ESL Teachers to form guided reading groups by reading level, and helps to invest the students in their learning progress.

2. The broad patterns that are revealed by looking at NYSESLAT 2010 data are that our students continue to be more proficient in Listening and Speaking than in Reading and Writing, and that most of our eligible and entitled ELLs are at the Intermediate and Advanced levels of proficiency. This contrasts with the Beginning and Intermediate scores that our recent entering students tend to receive. This indicates when our students first arrive at PS 156, their proficiency in English is rather limited. After 1-2 years of ESL services, their scores tend to rise 1-2 levels. This indicates that our ESL program, and the instruction students are receiving in the general education classroom are moving students toward English language proficiency.

3. The 2011 NYSESLAT data is further proof that we should continue to focus on reading and writing in the pull-out ESL instruction. The largest effect of this pattern on instruction will be in lesson planning. Knowing that our students in the lower grades have lower levels of English proficiency will require us to infuse more ESL strategies like scaffolding, modeling, and gesturing into our lesson plans. Conversely, our students in the upper grades are closer to cognitive academic language proficiency and are using the academic language of the general education classroom with less scaffolding. This does not mean we will not support their acquisition of English; it simply means that the ESL curriculum will more closely follow the ELA curriculum for those grades.

4. a. Since we have a relatively small sample of ELLs in the testing grades, our content area results are somewhat limited. A look at our Math data reveals that in the 3rd grade, two students are at a Level 1, one student is at a Level 2, and two students are at a Level 3. In the 4th grade, two students are at a Level 1, and four students are at a Level 2. Our focus remains to raise the achievement of the students at Levels 1 and 2 while maintaining the strong performance of students at Levels 3 and 4. Utilizing ESL and explicit learning strategies during Math instruction can help us accomplish this goal. A look at ELA data reveals that in the 3rd grade, two students are at a Level 2, and one student is at a Level 3. In the 4th grade, two students are at a Level 1 and two students are at a Level 2. Our focus is to raise the achievement of the students at Levels 1 and 2 while maintaining the strong performance of students at Levels 3 and 4. Utilizing ESL and explicit learning strategies during ELA instruction can help us accomplish this goal.

b. School administrators and teachers use the results of the ELL Periodic Assessment in several ways. The first is using the data gathered to drive instruction. A skill analysis is performed, and when a group is found to be weak in a particular skill, emphasis is placed on re-teaching and practicing that skill. The assessments are also used for grouping purposes, both within ESL groups and the mainstream classroom. Students who show great progress from assessment to assessment can be moved to a faster moving ESL group, and can also

Additional Information

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

Paste additional information here

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

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

Native Language Tests

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

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

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 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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Additional Information

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Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **23K156** School Name: **Waverly School of the Arts**

Cluster: **4** Network: **401**

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

Part A: Needs Assessment Findings

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

In order to assess our school's written translation and oral interpretation needs, we utilize the Home Language Survey to identify language spoken at home. We also keep a record of families that need translation services. We also send out letters translated in Spanish and English. We also provide interpreters at any school function for parents who request translation.

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

We found that our Spanish parents are in most need for translation and interpretation. We have posted signs in both English and Spanish letting the school community know where and how to access translation services.

Part B: Strategies and Activities

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

Translation services both written and oral will be provided by school staff. Any letter given will be given to a teacher on staff to translate. Both the English and the Spanish versions will be released at the same time.

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

Our findings indicate that 35% of our students fall into the LOTE population. Within that 35%, 90% of those students require Spanish translation services. Additionally, 10% of the same population would require translation services in Haitian- Creole, Bengali and Chinese.

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

Written translation services for Spanish-speaking families are provided. Letters are printed with the English version on one side and the Spanish version on the other. The written translation services will be provided by school staff. As for the other languages, translations are downloaded from the Dept. of Education website.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Waverly School of the Arts	DBN: 23K156
Cluster Leader: Chris Groll	Network Leader: Roxan Marks
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 33 Grades to be served by this program (check all that apply): <input checked="" 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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

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: Our After school program is primarily made up of our ELLs and special needs population. We invited all our ELLs to participate but targeted specifically those ELLs who were at the beginning and intermediate stages of the NYSLAT. The program has 8 teachers at which one is funded by the Title III; that teacher is an ESL certified teacher. The program meets on Weds from 3:10-5:10 started in November-April for 40 sessions. During the session the teachers focus on phonics, reading comprehension, writing or homework help depending on the needs of the students. During the socialskills hour students play board games which help to develop students accountable talk with their peers, as well as learning how to take turns and share. They are also exposed to Ticket to Read which is a software based program on the computer where students can read into the computer or the computer can read stories to them which will help with their language development. The goal of the program is to provide support to the students in both academics and socila development. We assess how students are showing progress through their increased reading levels from their running records and ar their performace on their acuity and ITAs. The Saturday Academy is set to begin in February and run through April. There will be 11 Saturdays meeting from 9-12. It will be servicing our ELLs in grades 3-5 for both ELA and Math. These are for students who are level 1 and 2 and need extra support for ELA and Math exams. They will be chosen based on there ITA and Predictive results from November and January as well as teacher input. 2 teachers will be funded from Title III and both hold ESL licenses. They will push in and sit with ESL students in various classes to work within a small group in assistance to the classroom teacher. We will using Kaplan Advantage program. There is a pre and post test that will be used within the program. Our ESL teacher will also communicate with our teachers any observations that she has on our ELLs that will aid in their success in the program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development for teachers at PS 156 occurs through several channels. Regular professional development sessions facilitated by coaches include strategies for involving ELLs in the mainstream class, as well as methods of scaffolding to make material more accessible. Information distributed at the network level is turnkeyed by our ESL teacher. Our ESL teacher has also had the opportunity to attend workshops held at the BETACs of Hunter College and Long Island University. This training has also been shared with our staff during grade meetings and professional development sessions. This training will satisfy the 7.5 hour requirement under Jose P.

Part C: Professional Development

Our Network ELL Specialist will provide background training for all teachers, assistant principals, the bilingual/ESL coordinator, guidance counselors, secretaries, and the parent coordinator, and includes the following topics: how the ESL/bilingual placement process works, steps to take if you suspect language acquisition is an issue for one of your students, an introduction to ESL methodologies, strategies that can be immediately implemented in the monolingual classroom, and specific writing errors ESL students often make. We will also be offering professional development: September 7, Unpacking of ELA bundles, September 19, Fountas and Pinnell Running Records, October 17, unpacking the math bundles November 8, Depth of knowledge and Questioning workshop, November 17, Looking at Student work, December 8, Common Core Learning Standards- looking at the shifts, Integrating the Common Core Standards in Spanish Elementary, January 23 and 24, additionally in January, February and March we will be providing workshops in math, Words Their Way, writing, teacher effectiveness and Ticket to Read who are all programs that will be used with the ELL population and by the ESL teacher. All these professional development activities will aid in raising teacher practice as well as allowing our school and staff becoming aligned with the Chancellor's initiatives. In addition all our funding resources will be combined to supplement our ESL program.

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: Our parents are involved in their children's education in several ways at PS 156, and we are also implementing new programs to spark additional involvement as well. Parents are invited to the monthly orientation sessions, parent-teacher conferences, monthly strand performances, and are updated regularly on their children's progress. Within the first few weeks of school, curriculum days provide an opportunity to learn about student curriculum and meet the teachers. During parent-teacher conferences, parents have the opportunity to meet and discuss student progress with classroom teachers, related service providers, and the ESL teacher.

2. Learning Leaders collaborate with PS 156 to assist parents with workshop suited to their needs.

3. Parent needs are evaluated formally through the learning environment survey. Informally, regular discussions with parents at dismissal, phone calls home, and e-mails keep us in tune with what parents need. Many parents have expressed concern they are not able to help their child with their homework

Part D: Parental Engagement Activities

or read to their child in English. Our Title III after school program with homework help and access to the ESL classroom library (complete with Spanish and English books) will empower parents to help their students complete their homework and read outside of school.

Part E: Budget

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

Allocation Amount: \$

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

