



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S 243K-THE WEEKSVILLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K243

PRINCIPAL: KAREN HAMBRIGHT-GLOVER

EMAIL: KHAMBRI@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

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
Karen Hambright-Glover	*Principal or Designee	
Ivonne Espinal	*UFT Chapter Leader or Designee	
Wilfredo Martinez	*PA/PTA President or Designated Co-President	
Norvena Anderson-Logan	DC 37 Representative, if applicable	
Gloria George	Member/Teacher	
Veronica Drafts	Member/Chairperson	
Tanya Lafayette	Member/Parent	
Nakia Harper	Member/Parent	
Maria Ramos	Member/Parent	
Christina Joseph	Member/Parent	

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 ELA achievement for all students, with a particular emphasis on reducing the achievement gaps that currently exist for students in certain sub-groups including students of color, low-income students, ELLs, and students with special needs.

This goal also addresses providing challenges for our highest-achieving students. Specifically, we aim to raise the Performance Index (PI) and the percent of students performing at the proficient (Level 3) and advanced levels(Level 4) on the State ELA exam by 3-5 percentage points.

Comprehensive needs assessment

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

After reviewing New York City Predictive Assessments, New York City ITA, New York State ELA and Math Assessments, State Progress Report, Quality Review Report and other pertinent data, we have identified the following:

In the past three years, there was a trend of steady growth as noted by the NYS ELA and math assessments. However, in 2009-2010 the scores in both curriculum areas suffered a drastic decline. Besides the fact that the state changed the method of scoring, the indication is that the data contained a great number of borderline level 2 and 3 students.

- There is a need to develop and implement a more vigorous curriculum which is monitored closely
- There is a need to continue training teachers on the implementation of Acuity and ARIS.
- There is a need to use AIS services to differentiate instruction by grade levels.
- There is a need to show more student progress within the levels.
- The ELL and special needs students must also continue to receive support so that they make gains academically.
- Decades of research show that when parents are involved students have higher grades/test scores/graduation rates, better school attendance, increased motivation, better self-esteem, and lower rates of suspension. The earlier in a child's educational process parental involvement begins, the more powerful the effects. A review of attendance logs for parent workshops and participation at other school functions indicates a need to increase parent involvement in our school, the environmental survey also suggest that there is a need for the staff to develop better communication with families.
- We are a school in "good standing" according to our current NCLB/SED accountability. We need address the following in order to see continued improvement:
- Align the school's curriculum with State standards to ensure that all students make progress in their learning.
- Promote greater consistency in differentiated instruction to reflect purposeful groupings, suitable challenges and questioning that extends critical thinking to maximize learning.
- Extend data gathering and analysis practices to all core subjects at team and classroom levels to inform instructional decisions and provide a complete picture of academic progress.
- Use observation protocols to assess and improve teaching practices that lead to student progress and achievement.
- Develop a system of checkpoints to measure progress toward school-wide interim and long-term goals in order to adjust and ensure student performance.
- Our students were having difficulty in producing high quality student writing. Students were also having difficulty organizing their thoughts and ideas. We realized our lessons were not rigorous enough and our student were not being challenged. We needed to increase the academic rigor in our writing program. We need to differentiate our instruction in terms for providing our students with the support they need to produce a better quality and quantity of student work.

ELA SCORES

LEVEL 1

LEVEL

LEVEL

LEVEL

		2	3	4
2009-10-GRADE 3	31%	47%	28%	2%
2010-11-GRADE 3	25%	43%	32%	0%
2009-10-GRADE 4	9%	61%	30%	0%
2010-11-GRADE 4	21%	50%	29%	0%
2009-10-GRADE 5	20%	39%	33%	7%
2010-11-GRADE 5	20%	50%	30%	0%

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.

- Professional development in Differentiating Instruction will be the focus for coaches and teachers beginning in the summer of 2011 and continuing throughout the 2011-2012 school year.

- Provide professional development for coaches and classroom teachers in differentiated instruction, thus enabling teachers to employ a variety of instructional strategies to challenge and support the diverse needs of students in their classrooms every day.

- Training for coaches/teachers will occur during the week of August 29, 2011 along with a plan for ongoing professional development throughout the year.

- Teaching Matters will train coaches and classroom teachers in the use of student data, including growth data in setting improvement targets that are in alignment with the new state requirements.

- Teacher training in the use of data will be a priority this year. Teachers will be supported by administrators and coaches in using data to focus on the needs of their individual class and students.

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.
 - 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;
 - 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;

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.

Consistent and on-going professional development based on needs assessment/teacher survey to ensure that we will keep 100% high quality teachers. We plan to recruit teachers with a Masters Degree in elementary education for grades K-5 when a vacancy arises.

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.

Tax levy instructional and special needs funding will be integrated and used with SWP funding to support the library media program, the science program, art program, Career Day, Resolving Conflict Creatively Program including peer mediation, basketball team and cheerleading squad and various supervisory functions. The Counseling program will be expanded to assist students without IEPs. Students in need of academic intervention both during school and after school will receive extra support. Teachers will attend Professional Development and parental activity will be planned.

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.

Contract for Excellence, Title 1 SWP, TL Fair Student Funding, TL 09 C4E CTT, Title 1 ARRA SWP and TL One-Time Allocations will be used for these changes.

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.
 - To improve Math achievement for all students, with a particular emphasis on reducing the achievement gaps that currently exist for students in certain sub-groups including students of color, low-income students, ELLs, and students with special needs.

This goal also addresses providing challenge for our highest-achieving students. Specifically, we aim to raise the Performance Index (PI) and the percent of students performing at the proficient (Level 3) and advanced levels (Level 4) on the State Math exam for all student by 3-5%.

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.

After reviewing New York City Predictive Assessments, New York City ITA, New York State ELA and Math Assessments, State Progress Report, Quality Review Report and other pertinent data, we have identified the following:

In the past three years, there was a trend of steady growth as noted by the NYS ELA and math assessments. However, in 2009-2010 the scores in both curriculum areas suffered a drastic decline. Besides the fact that the state changed the method of scoring, the indication is that the data contained a great number of borderline level 2 and 3 students.

- There is a need to develop and implement a more vigorous curriculum which is monitored closely
- There is a need to continue training teachers on the implementation of Acuity and ARIS.
- There is a need to use AIS services to differentiate instruction by grade levels.
- There is a need to show more student progress within the levels.
- The ELL and special needs students must also continue to receive support so that they make gains academically.
- Decades of research show that when parents are involved students have higher grades/test scores/graduation rates, better school attendance, increased motivation, better self-esteem, and lower rates of suspension. The earlier in a child's educational process parental involvement begins, the more powerful the effects. A review of attendance logs for parent workshops and participation at other school functions indicates a need to increase parent involvement in our school, the environmental survey also suggest that there is a need for the staff to develop better communication with families.
- We are a school in "good standing" according to our current NCLB/SED accountability. We need address the following in order to see continued improvement:
- Align the school's curriculum with State standards to ensure that all students make progress in their learning.
- Promote greater consistency in differentiated instruction to reflect purposeful groupings, suitable challenges and questioning that extends critical thinking to maximize learning.
- Extend data gathering and analysis practices to all core subjects at team and classroom levels to inform instructional decisions and provide a complete picture of academic progress.
- Use observation protocols to assess and improve teaching practices that lead to student progress and
- achievement.
- Develop a system of checkpoints to measure progress toward school-wide interim and long-term goals in order to adjust and ensure student performance.
- Our students were having difficulty in producing high quality student writing. Students were also having difficulty organizing thier thoughts and ideas. We realized our lessons were not rigorous enough and our student were not being challenged. We needed to increase the academic rigor in our writing program. We need to differentiate our instruction in terms for providing our students with the support they need to produce a better quality and quantity of student work.

MATH SCORES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
2009-10-GRADE 3	18%	49%	25%	7%
2010-11-GRADE 3	26%	37%	35%	2%
2009-10-GRADE 4	4%	48%	32%	16%
2010-11-GRADE 4	12%	53%	28%	7%
2009-10-GRADE 5	9%	52%	31%	7%
2010-11-GRADE 5	7%	47%	42%	5%

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.
- To monitor the Everyday Math program, while making the appropriate adjustments to key lessons to meet the requirements of the new Common Core State Standards.
- To provide professional development for coaches and classroom teachers in differentiated instruction, thus enabling teachers to employ a variety of instructional strategies to challenge and support the diverse needs of students in their classrooms every day.
- We will refine goal setting to include interim goals and benchmarks within specific action plans so that the school community understands the goals, thereby allowing progress to be measured accurately, adjustments made more frequently and success evaluated consistently.
- Promote greater consistency in differentiated instruction based on data so that lesson planning reflects purposeful grouping, students are challenged, and tasks accommodate different learning styles.

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.
 - 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;
 - 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;

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.

Consistent and on-going professional development based on needs assessment/teacher survey to ensure that we will keep 100% high quality teachers. We plan to recruit teachers with a Masters Degree in elementary education for grades K-5 when a vacancy arises.

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.

Tax levy instructional and special needs funding will be integrated and used with SWP funding to support the library media program, the science program, art program, Career Day, Resolving Conflict Creatively Program including peer mediation, basketball team and cheerleading squad and various supervisory functions. The Counseling program will be expanded to assist students without IEPs. Students in need of academic intervention both during school and after school will receive extra support. Teachers will attend Professional Development and parental activity will be planned.

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.

Contract for Excellence, Title 1 SWP, TL Fair Student Funding, TL 09 C4E CTT, Title 1 ARRA SWP and TL One-Time Allocations will be used for these changes.

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.

Using Charlotte Danielson's Framework for Teaching we will provide teachers with clear indications of the quality of their teaching by expanding the school's observational tools to include collaborative observations, checklists, formal and informal observations that will provide teachers with specific, timely feedback on professional development initiatives to ensure continued instructional improvement, coherence and to increase student outcomes.

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.

After reviewing New York City Predictive Assessments, New York City ITA, New York State ELA and Math Assessments, State Progress Report, Quality Review Report and other pertinent data, we have identified the following:

In the past three years, there was a trend of steady growth as noted by the NYS ELA and math assessments. However, in 2009-2010 the scores in both curriculum areas suffered a drastic decline. Besides the fact that the state changed the method of scoring, the indication is that the data contained a great number of borderline level 2 and 3 students.

- There is a need to develop and implement a more vigorous curriculum which is monitored closely
- There is a need to continue training teachers on the implementation of Acuity and ARIS.
- There is a need to use AIS services to differentiate instruction by grade levels.
- There is a need to show more student progress within the levels.
- The ELL and special needs students must also continue to receive support so that they make gains academically.
- Decades of research show that when parents are involved students have higher grades/test scores/graduation rates, better school attendance, increased motivation, better self-esteem, and lower rates of suspension. The earlier in a child's educational process parental involvement begins, the more powerful the effects. A review of attendance logs for parent workshops and participation at other school functions indicates a need to increase parent involvement in our school, the environmental survey also suggest that there is a need for the staff to develop better communication with families.
- We are a school in "good standing" according to our current NCLB/SED accountability. We need address the following in order to see continued improvement:
- Align the school's curriculum with State standards to ensure that all students make progress in their learning.
- Promote greater consistency in differentiated instruction to reflect purposeful groupings, suitable challenges and questioning that extends critical thinking to maximize learning.
- Extend data gathering and analysis practices to all core subjects at team and classroom levels to inform instructional decisions and provide a complete picture of academic progress.
- Use observation protocols to assess and improve teaching practices that lead to student progress and achievement.
- Develop a system of checkpoints to measure progress toward school-wide interim and long-term goals in order to adjust and ensure student performance.
- Our students were having difficulty in producing high quality student writing. Students were also having difficulty organizing their thoughts and ideas. We realized our lessons were not rigorous enough and our student were not being challenged. We needed to increase the academic rigor in our writing program. We need to differentiate our instruction in terms for providing our students with the support they need to produce a better quality and quantity of student work.

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.

- Teacher training in the use of data will be a priority this year. Teachers will be supported by administrators and coaches in using data to focus on the needs of their individual class and students.
- Teacher teams will meet daily during the common planning meeting.
- Teacher teams will meet after school once a week from 4:15pm-5:15pm for per session rate using our Title 1 Staff development monies.
- CFN 4.2 will provide support with professional development both on site and off site

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.
 - 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;
 - 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;
 - 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;

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.

Consistent and on-going professional development based on needs assessment/teacher survey to ensure that we will keep 100% high quality teachers. We plan to recruit teachers with a Masters Degree in elementary education for grades K-5 when a vacancy arises.

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.

Tax levy instructional and special needs funding will be integrated and used with SWP funding to support the library media program, the science program, art program, Career Day, Resolving Conflict Creatively Program including peer mediation, basketball team and cheerleading squad and various supervisory functions. The Counseling program will be expanded to assist students without IEPs. Students in need of academic intervention both during school and after school will receive extra support. Teachers will attend Professional Development and parental activity will be planned.

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.

Contract for Excellence, Title 1 SWP, TL Fair Student Funding, TL 09 C4E CTT, Title 1 ARRA SWP and TL One-Time Allocations will be used for these changes.

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	10	0	N/A	N/A	1	1	1	1
1	12	0	N/A	N/A	7	1	1	2
2	14	12	N/A	N/A	6	3	0	0
3	26	65	N/A	N/A	6	5	9	0
4	22	62	60	N/A	11	4	6	1
5	21	53	N/A	25	5	3	0	0
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	<p>Voyager Passport-This is a reading intervention program for struggling readers. Lessons are 45 minutes daily and designed for targeted students to provide them with instruction in all areas related to reading. Voyager is used to support students in grades K-2.</p> <p>Wilson Reading Program-This is an intervention tool for teaching decoding encoding and fluency. Special education teachers provide 45 minute lessons, 5 times a week, to students in grades 3-5.</p> <p>Sight Words- This program focuses on 50 of the most important sight words in English. It consists of 25 storybooks that incorporate activities with reading strategies.</p> <p>Targeted Reading Intervention- This program focuses on key reading skills and is organized sequentially so that each level builds upon the earlier skills. In addition to focusing on comprehension the lessons also teach fluency strategies, writing response to passages, vocabulary strategies and sight words. Teachers provide 45-60 minutes lessons, 5 times a week to students in grades 2-5.</p> <p>Extended Day- During this time all students in grade 3-5 are given small group instruction in ELA two days a week.</p>
Mathematics	<p>Great Leaps- This is a supplemental intervention tool for practicing basic math skills. Lessons are 10-15 minutes, one to one. This service is provided by trained math enrichment and support teachers and educational assistants. It is used to support students in grades 3-5.</p> <p>Targeted Mathematics Intervention is a program that focuses on “real-life application, vocabulary connections, cooperative learning and concrete models. This service is provided by the Math Coach 30-45 minutes, 5 days a week in small groups or one to one tutoring.</p> <p>Extended day- During this time all students in grades 3-5 are given small group instruction in math once a week.</p>
Science	<p>All 4th graders will receive differentiated instruction using Measuring Up Science and NY State Science three times a week during the science period, during the science prep period and during extended day.</p>
Social Studies	<p>To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies AIS program will be on authentic research via analysis of primary and secondary source documents as well as trade books. Services are provided via small group instruction and are delivered by the classroom teacher and AIS personnel.</p>
At-risk Services provided by the Guidance Counselor	<p>Services are provided by a 2nd guidance counselor to students deemed at risk. Services are delivered primarily in a on to one setting during the regular school day. The at-risk counseling program includes services to assist students, teachers and parents. The goal of the program is increased levels of self-esteem, self-confidence and self-motivation</p>

	in students. Both emotional and social needs are addressed through individual and small group counseling.
At-risk Services provided by the School Psychologist	Psychologist provides at-risk counseling on a one on one basis for students with behavioral issues. The school psychologist will consult with teachers and parents to develop intervention plans, conduct short-term counseling with at-risk students and perform direct interventions in the classroom.
At-risk Services provided by the Social Worker	Social worker extends the AIS services to the home environment. The social worker may also counsel students as needed. The social worker will meet with at-risk students, their families, teachers, school administration and various agencies to help address the students' social/emotional functioning. The goal is to improve students' academic performance and social/emotional functioning. Counseling and teacher support interventions will also be provided.
At-risk Health-related Services	Speech and language services are provided by a full time Speech Language Pathologist. Services are provided in small group and individual sessions during the regular school day. The school nurse may also provided interventions as needed. The school health professionals will meet with students, their parents and teachers to discuss and plan strategies that will enhance students' health.

**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)

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Renardo Wright	District 16	Borough Brooklyn	School Number 243
School Name Weeksville			

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

Principal Karen Hambright-Glover	Assistant Principal Delores Pauline
Coach Marcia Price	Coach Josephine Corneille
ESL Teacher Rose Fariello	Guidance Counselor Moses Torres
Teacher/Subject Area Ivy Rollins/ELA	Parent Wilfredo Martinez
Teacher/Subject Area Bonnie Landis/Math	Parent Coordinator Norvena Anderson-Logan
Related Service Provider Maryann Marrone	Other Deborah Alexander
Network Leader Renardo Wright	Other Diane Lawrence

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	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	360	Total Number of ELLs	13	ELLs as share of total student population (%)	3.61%
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Part II: ELL Identification Process

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

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

1. The Home Language Survey (HLIS) is administered to all entrants. Interviews are conducted by the ESL Teacher, Rose Fariello, fully certified in ESL. The school secretary, a native Spanish speaker assists with translations during the identification process. All students are tested within 10 days of admission and placed in an ESL class, until parent selection process is completed. The ESL Teacher reviews the HLIS, and makes the formal initial assessment and administers the Language Assessment Battery-R (LAB-R), where necessary. Spanish lab is administered to Spanish Speaking ELLs. ELLs are annually evaluated in the Spring using the New York State English as a Second Language Achievement Test (NYSESLAT). Parents/guardians are notified in advance of test dates. Students are grouped according to testing accommodations needed in reading, writing, speaking and listening.
2. Letters are sent out and phone calls made by the ESL Teacher, Rose Fariello, fully certified, inviting parents/guardians to a Parent Orientation Meeting in September. At the meeting materials are available in English and the native language. A film is shown in English and the Native Language explaining the three programs available, Transitional Bilingual, ESL, and Dual Language. A Spanish speaking translator is available to answer questions. Over the phone translations are available for other languages. The ESL Teacher ensures that meetings are rescheduled for parents/guardians who could not make the meeting, so all parents/guardians attend the orientation meeting and understand all program choices. All materials are available in the nine DOE recognized native languages and English to ensure parents/guardians understand their choices. Parents/guardians sign sign-up sheets and Program Selection Forms, which are kept on file. Parents/guardians that chose programs other than ESL are informed that if we get 15 students in two adjacent grades we would create a class. They are also informed that they have a right to a transfer and are aided in obtaining one if they desire it.
3. The ESL Teacher sends out entitlement letters and the Program Selection forms in English and the nine native languages recognized by the DOE. Followup calls are made by the ESL Teacher to ensure that all forms are returned. The ESL Teacher keeps records of returned forms and follows up to ensure all forms are returned. A log is kept of contacts made with Parents/guardians.
4. Students are placed into programs based on Parent's choice. Placement letters are mailed out in September. ESL is available at the school. Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed. Transfers are offered to parents who request this program. All information is available in the native language and English. Spanish language translators are available to explain choices to parents. Parent Selection forms and HLIS forms are kept in students file and in the ESL records.
5. In the past few years 50% of parents chose Transitional Bilingual Program (TBE) and 50% chose English as a Second Language Program (ESL). This year we had one newcomer, her parent chose ESL. Transfers are offered to parents who chose Transitional Bilingual Program (TBE). Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed to accommodate parents wishes. Transfers are offered to parents who request these Programs.
6. Program models align with parent requests. The ESL Program is available at the school. We don't have the 15 students necessary in adjoining grades for the TBE Program. Transfers are offered to those parents who choose TBE or Dual Language. If we have enough students in adjoining grades, a TBE class or Dual Language class will be formed.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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 (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	1	2	3	0	2	0	0	0	13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	10	1	2	3	0	2	0	0	0	13
Number of ELLs in a TBE program who are in alternate placement: 0										

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	1	1	2	1	2	2								9
Chinese	0		1											1
Russian	0													0
Bengali	0	2												2
Urdu	0													0
Arabic	0	1												1
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	0													0
TOTAL	1	4	3	1	2	2	0	0	0	0	0	0	0	13

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. A In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, PS 243 provides a combination of push in and pull out English as a Second Language services. B. The ESL Program serves 13 students from grades K – 5. Nine students are Spanish Speakers, one speaks Arabic, 2 speak Bengali and 1 speaks Chinese. The ESL instruction is provided through push – in and pull – out programs. Students are grouped according to their grade and level of language proficiency. Proficiency levels are divided into two ungraded pull out groups, one with Beginning and Intermediate students, and one with Advanced and Transitional students. Push-In groups are grouped in heterogeneous proficiency levels.

2. The ESL teacher provides services to all eligible students in two homogeneous proficiency level pull-out groups. Weekly 360 minutes of ESL are provided to all students in the Beginning and Intermediate Levels of ESL and 180 minutes of ESL and 180 minutes of ELA for Advanced Levels. There are no bilingual classes or Dual Language classes at this school and therefore no Native Language Arts (NLA). An ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, ESL teachers plan carefully with general education teachers to ensure curricular alignment. Transitional students get 90 minutes per week for two years after they pass the NYSESLAT.

3. We only have ESL at this school. The content areas are taught in the regular classroom and supported in the ESL Program. The ESL Program serves as a focal point of reinforcement of ELL students' concepts of cross-cultural understanding. Providing the opportunity to the ELL student to acquire English proficiency and academic cognitive and cultural knowledge through ESL methodologies to make instruction more comprehensible to the ELL student. 100% of instruction is in English. Occasionally Spanish words are used to aid comprehension and encourage multicultural pride. The ESL teacher uses various techniques and approaches incorporating them into a balanced literacy approach using the workshop model (i.e. Whole Language Approach, Total Physical Response, Cooperative Learning, Cognitive Academic Language Learning Approach, and Phonics). The ESL teacher keeps a strong articulation with the classroom teacher to ensure the academic progress of the ELL participants. The ESL teacher meets weekly with classroom teachers and Articulation Forms are filled out monthly indicating curriculum, topics and skills being covered that month. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. In efforts to raise the learning standards, the ESL teacher uses a variety of literature, graphic organizers (i.e. Venn Diagram, Cause and Effect Chart, Semantic Webs and Story Maps, outlines, strategy charts, etc.) manipulatives, realia, audiocassettes, and storybooks to allow concepts to be taught through activities involving content topic and integrated thematic units. Language activities not only focus primarily on vocabulary learning, but also involve constant reinforcement to acquire language. Reading and Writing Workshop Models are used with Scaffolds to support understanding for second

A. Programming and Scheduling Information

language learners.

4. a-e Our Plan for to help SIFE students, long term ELLs, Special Education students, Newcomers, and students reaching proficiency is to provide them all with a double ESL period everyday, small group instruction. Our targeted intervention programs for SIFE Students, Newcomers, Long-Term ELLs and ELLs receiving service 4-6 years are Extended Day, After School Programs, Balanced Literacy Program for grades K to five, I-Zone Digital Learning Program for grades four and five, Targeted Reading Intervention Program, Voyager Reading Program, Great Leaps Math Program, Wilson Reading Program, Resource Room, Kaplan ELA, Kaplan Math, extended day and after school programs. For students reaching proficiency in addition to the above, we also have two periods of ESL as well.

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

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?

5. a SIFE-We differentiate instruction for SIFE students by giving them a double period of ESL daily and small group instruction. We use the Moving Into English Program for grades K-3. We use Santillana Intensive English grades K-5.

5. b NEWCOMERS- We use the Moving Into English Program, grades K-3, Voyager Passport Reading Program, ESL-Scott Foresman Program., Phonics and Friends Program, Sight Word Sentence Builder.

5. c ELLs receiving services 4-6 years- We use Into English, Hampton Brown, Moving Into English K-3, Verb Conjugator Computer program, Leap Into Language 3 Grades 2-5, for Math, Science, Social Studies and Language.

5.d LONGTERM ELLs- We use Moving Into English K-3, Into English Program Hampton Brown, Great Leaps Reading, Verb Conjugator Program.

6. ELL-SWD- We have Moving Into English Program Grades K-3, Phonics and Friends Program Grades K-3, Sight Word Sentence Builder Leap Into Language 1, K-2, Simple Sentence Structure Program grades 3-5, Apple Education Series Writing and Publishing tools, Grades 3-5, ESL Scott Foresman Grades 3-5. Emphasis is put on vocabulary development, extra time is given to practice applying vocabulary. Extra time is given to simultaneously process the language and the content. Visual displays, illustrations, and kinesthetic activities are used. Paired oral rehearsal of academic language is used.

7. Some new programs planned for upcoming year are new ESL Computer Programs and new libraries for ESL.

8. No programs or services are planned to be discontinued for the upcoming year. We have Kaplan ELA available for intervention for the ELA. We have Kaplan Math, Leap Into Language Program 1 for grades K-2, Leap Into Language 3 grades 2-5 for Math, Science, Social Studies and language. Bilingual Libraries are available for students.

9. ELLs have equal access to all available programs. Thirty percent (30%) of the ELL student population are in Special Education settings, i.e. self-contained or integrated co-teaching classes. Seventy percent (70%) are in General Education. We have intervention programs to help SIFE students, long term ELLs, Special Education students, Newcomers, and students reaching proficiency on the NYSESLAT. We have a double ESL period everyday, for all of the above, small group instruction, Extended Day, After School Programs, Balanced Literacy Program for grades K to 5. I- Zone digital learning Program for grades four and five, Voyager Reading Program, Great Leaps Math Program, Wilson Reading Program, Resource Room, Kaplan ELA, Kaplan Math, extended day and after school programs. For students reaching proficiency in the NYSESLAT in addition to the above, we also have two periods of ESL a week available. We also have testing accommodations for students reaching proficiency in the NYSESLAT for two years after they pass the NYSESLAT. They get time and a half for the test and separate locations.

10. In efforts to raise the learning standards, the ESL teacher uses a variety of literature, graphic organizers (i.e. Venn Diagram, Cause and Effect Chart, Semantic Webs and Story Maps, outlines, strategy charts, etc.) manipulatives, realia, audiocassettes, and storybooks to allow concepts to be taught through activities involving content topic and integrated thematic units. Language activities not only focus primarily on vocabulary learning, but also involve constant reinforcement to acquire language. Reading and Writing Workshop Models are used with Scaffolds to support understanding for second language learners. Instructional Materials used are leveled libraries, Moving Into English Program, Into English Program, Everyday Math, A Chorus of Cultures - I Love the World, Santillana Program and Leap Frog School House - Language First Program. We also use the following computer programs, Simple Sentence Structure, Reader Rabbit, My School: Language Activities of daily Living, Leap Into Language 2 and 3 and Into English - Community Exploration.

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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)?

We do not have a Dual Language Program because the numbers do not permit this.

D. Professional Development and Support for School Staff

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

1. We have ongoing Professional Development monthly. Included in the Professional Development are: the Assistant Principal, all Teachers, Special Education Teachers, ESL Teachers, Guidance Counselors, Psychologists, and Related Service providers. Workshops are provided covering all content areas, the first Monday of October, November, December, January, February, March, April and May.

2. Guidance Counselors, Parent Coordinators and Teachers are available to assist ELLs transitioning from elementary to middle school.

3. The following workshops were taken by teachers on ESL Staff: Building Instructional Strategies for Success on the NYSESLAT for students K-8, Art and Literacy for ELLs and Teaching ELLs Across the Content Areas, Incorporation of ESL Strategies into classroom/content area instruction, NYSESLAT training and scoring, Differentiated Instruction for ELLs. The ESL Teacher meets with teachers and coaches for collaborative planning. Certificates are given for workshops attended and kept in teachers file.

E. Parental Involvement

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

1. Overall Parent involvement is developing. Parent Orientation sessions are provided to inform ELL parents of the general requirements of the program for Bilingual Education, and or Freestanding ESL, and the various language programs available, State Standards, assessments and school expectations. In addition, parents were informed about the procedures for the placement of their children. A Parent Orientation Meeting is scheduled annually for the beginning of October. Meetings are rescheduled for all that cannot attend to ensure that every parent can attend. Parents learn about the language programs available, and how to help their children with their homework. Translators are available for Spanish Speakers. Over the phone translations are available for other languages.

2. The school does not partner with other agencies.

3. Every parent fills out a Home Language Survey indicating the language their child speaks. The child is administered the LAB-R to identify Program needs. Parents are sent Parent Selection Forms, and attend Orientation Meetings, where they learn about language programs available and select an appropriate program for their child. Translators are available in Spanish, over the phone translation is available in other languages. The Parent Coordinator helps distribute the Parent Survey forms and helps to contact parents.

4. We have two orientation meetings annually and two Open School nights a year and the Weeksville School.org, where parents can e mail me about their concerns. Parents learn about language Programs available and participate in activities to learn to help their children with homework.

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)		2			1									3
Intermediate(I)	1	1	1	1		1								5
Advanced (A)		1	2		1	1								5
Total	1	4	3	1	2	2	0	0	0	0	0	0	0	13

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

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3	1				1	
4	1	1			2	
5	2				2	
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			1						1
4	1				1				2

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1				1				2
6									0
7									0
8									0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - 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.

1. DIBELS provides accurate timely benchmarks and progress monitoring information to ensure students receive targeted instructional support. We use DIBELS are used to assess early literacy skills. In reviewing the data we see that 50% of ELL students score at benchmark. Rose Fariello, the ESL Teacher reports this to the classroom teacher to help facilitate instruction. ECLAS-2 is a research based assessment that measures each students literacy progress throughout the year. Data shows that 60% of our ELLs score at benchmark. The ESL Teacher reports this information to classroom teachers to develop plans for instruction.

2. The data shows that 65% of students taking the LAB-R last year tested proficient. The data patterns for Kindergarten reveal that 1/1 (100%) students score Proficient in Speaking and Listening and 1 (100%) scored on a Intermediate Level in Reading and Writing. In the First Grade 2/4 (50 %) scored on a Proficient Level in Listening and Speaking, 1/4 25% on an advanced level, and 1/4 25% on a beginner level. In Reading and Writing, First Grade Level, 2/4(50%) scored on a Beginner Level, 1/4 (25%) scored on an Intermediate Level, and 1/4 (25%) scored on a Advanced Level. In the Second Grade in Listening and Speaking 3/3 (100%) scored on a n Proficient Level. In Second Grade Reading and Writing 2/3 (67%) scored on an Advanced Level, and 1/3 (33%)scored on an Intermediate Level. In the Third Grade in Listening and Speaking 1/1 (100%) scored on an Proficient Level and 1/1 (100%) scored on the Intermediate Level in Reading and Writing. In the Fourth Grade 1/2 (50%) scored Proficient in Listening and Speaking and 1/2 scored an Advanced Level. In Fourth Grade Reading and Writing 1/2 (50%) scored on a Beginner Level and 1/2 (50%) on an Advanced Level. In the Fifth Grade in Listening and Speaking 2/2 (100%) scored on a Proficient Level. In the Fifth Grade in Reading and Writing 1/2 (50%) scored on an Advanced Level and 1/2 (50%) scored on a Intermediate Level. The scores of the students who took the LAB-R and the NYSESLAT exams increased in the modalities of Speaking and Listening. In reviewing the data we see that students score higher in Speaking and Listening, and lower in Reading and Writing. This information is used to plan instruction with an emphasis on Reading and Writing.

3. Data Patterns across NYSESLAT modalities are used to plan instruction, emphasis is put on the weakest modalities: Reading and Writing. Rose Fariello, the ESL Teacher analyzes the data and reports findings to the classroom teachers, who incorporate it into their lesson plans.

4.a We do not have Transitional Bilingual Programs or Dual Language Program because the numbers don't permit it. Therefore we do not test students in their native language. NYSESLAT student results show that 1/1 (100%) of Kindergarten students are weaker in Reading. Therefore more emphasis is put on Reading in Instructional Planning. In the First Grade 4/4 (100%) Score lower in Reading. Therefore School Leadership and teachers place more emphasis on Reading and Writing in instructional planning. In the Second Grade 2/3 (67%) scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in instructional planning. In the Third Grade 100% scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in Third Grade instructional planning. In the Fourth Grade 2/2 (100%) scored lower in Reading. Therefore an emphasis is put on Reading for the Fourth Grade. In the Fifth Grade 2/2 (100%) scored lower in Writing. Therefore an emphasis is put on Writing in Fifth Grade. From the NYC Periodic Assessments the school is targeting grade specific instruction in reading, writing and math strategies for mastering the Common Core State Standards.

4 b We did not have Periodic Assessments this year

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	1				1				2
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								

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2. The data shows that 65% of students taking the LAB-R last year tested proficient. The data patterns for Kindergarten reveal that 1/1 (100%) students score Proficient in Speaking and Listening and 1 (100%) scored on a Intermediate Level in Reading and Writing. In the First Grade 2/4 (50 %) scored on a Proficient Level in Listening and Speaking, 1/4 25% on an advanced level, and 1/4 25% on a beginner level. In Reading and Writing, First Grade Level, 2/4(50%) scored on a Beginner Level, 1/4 (25%) scored on an Intermediate Level, and 1/4 (25%) scored on a Advanced Level. In the Second Grade in Listening and Speaking 3/3 (100%) scored on a n Proficient Level. In Second Grade Reading and Writing 2/3 (67%) scored on an Advanced Level, and 1/3 (33%)scored on an Intermediate Level. In the Third Grade in Listening and Speaking 1/1 (100%) scored on an Proficient Level and 1/1 (100%) scored on the Intermediate Level in Reading and Writing. In the Fourth Grade 1/2 (50%) scored Proficient in Listening and Speaking and 1/2 scored an Advanced Level. In Fourth Grade Reading and Writing 1/2 (50%) scored on a Beginner Level and 1/2 (50%) on an Advanced Level . In the Fifth Grade in Listening and Speaking 2/2 (100%) scored on a Proficient Level. In the Fifth Grade in Reading and Writing 1/2 (50%) scored on an Advanced Level and 1/2 (50%) scored on a Intermediate Level. The scores of the students who took the LAB-R and the NYSESLAT exams increased in the modalities of Speaking and Listening. In reviewing the data we see that students score higher in Speaking and Listening, and lower in Reading and Writing. This information is used to plan instruction with an emphasis on Reading and Writing.

3. Data Patterns across NYSESLAT modalities are used to plan instruction, emphasis is put on the weakest modalities: Reading and Writing. Rose Fariello, the ESL Teacher analyzes the data and reports findings to the classroom teachers, who incorporate it into their lesson plans.

4.a We do not have Transitional Bilingual Programs or Dual Language Program because the numbers don't permit it. Therefore we do not test students in their native language. NYSESLAT student results show that 1/1 (100%) of Kindergarten students are weaker in Reading. Therefore more emphasis is put on Reading in Instructional Planning. In the First Grade 4/4 (100%) Score lower in Reading. Therefore School Leadership and teachers place more emphasis on Reading and Writing in instructional planning. In the Second Grade 2/3 (67%) scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in instructional planning. In the Third Grade 100% scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in Third Grade instructional planning. In the Fourth Grade 2/2 (100%) scored lower in Reading. Therefore an emphasis is put on Reading for the Fourth Grade. In the Fifth Grade 2/2 (100%) scored lower in Writing. Therefore an emphasis is put on Writing in Fifth Grade. From the NYC Periodic Assessments the school is targeting grade specific instruction in reading, writing and math strategies for mastering the Common Core State Standards.

4 b We did not have Periodic Assessments this year

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

Part VI: LAP Assurances

School Name: Weeksville

School DBN: 16k243

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Hambright-Glover	Principal		12/16/11
Dolores Pauline	Assistant Principal		12/16/11
Norvena Anderson-Logan	Parent Coordinator		12/16/11
Rose Fariello	ESL Teacher		12/16/11
Wilfredo Martinez	Parent		12/16/11
Ivy Rollins/ELA	Teacher/Subject Area		12/16/11
Bonnie Landis/Math	Teacher/Subject Area		12/16/11
Marcia Price	Coach		12/16/11
Josephine Corneille	Coach		12/16/11
Moses Torres	Guidance Counselor		12/16/11
Renardo Wright	Network Leader		12/16/11
Maryann Marrone	Other <u>SETTS</u>		12/16/11
Deborah Alexander	Other <u>Speech</u>		12/16/11
Diane Lawrence	Other <u>IEP Teacher</u>		12/16/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 16K243 School Name: P.S. 243K-THE WEEKSVILLE SCHOOL

Cluster: 4 Network: 4.2

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.

There are so many LEP/ELLs in the NYC public school system, therefore, it is very important to be able to communicate with, and inform, their parents of all matters that concern their children's education. Pursuant to Chancellor's Regulation A 663 the school will identify the primary language needs of the parent population via a survey. During the first month of the school year, the general education teacher of an ELL gets to know and surveys the child's/parent's written translation and oral interpretation needs. Also, the Home Language surveys are distributed to family members of newly admitted students, eliciting the prevalent language being spoken at home. The parent coordinator and ESL teacher approach the parents and interview them about their needs at the time of parent intake/orientation, as well as explaining the school's programs. The guidance counselor and other related school services contribute additional clues about the needs of the parents. A staff member that lives in the community has knowledge of its workings, too.

After all the data has been collected, within 30 days of enrollment, the Principal and a School Committee assess the language needs and devise a plan of action to help the parents. Records of the findings are kept on file on student record cards and ats. The results of the data show that 6% of our parents speak Spanish, 0.30% speak Bengali, 0.15% speak Chinese, and 0.15% speak Arabic. They require written and oral interpretation. The results are reported at PTA Meetings. Resources are used from the Translation and Interpretation Unit, and signs are displayed in 8 Languages.

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.

The major findings are that 6% of our parent population require written translation and oral interpretation in Spanish. 0.30% of our parent population require written translation and oral interpretation in Bengali, and 0.15% require written translation and oral interpretation in Chinese, and 0.15% require written translation and oral interpretation in Arabic. Through the school's strategies and varied activities, the plan of action will attempt to strengthen the ties between school and home. Within the school setting, there are many available resources to help translate and interpret for parents. A list is compiled of all the staff that speak/write the languages that are spoken by the ELLs' parents, namely Spanish, Bengali Chinese, and Arabic. This includes the principal, teachers, paras, school-based support team, guidance counselor, parent coordinator, school secretaries, security guards, school nurse, school aides, crossing-guard, and lunchroom and custodial staff. Community workers of neighborhood organizations can also be very helpful to a school. Recruiting of parent volunteers is an essential component in the plan of action. Even an adult relative can assist because he has been living in America longer than the rest of his family.

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.

Written translation services will be provided via the Department of Education's translation services. All documents in need of translation will be emailed to this division in Word format. Translation services generally take about 3 days for turn around. An accurate record of families requiring translated documents will be kept so that all letters/documents sent home will be sent in the appropriate language on the same day (to the extent possible) as the English version. Report cards will continue to be sent home with translations as needed. Parent Association communications are also sent with Spanish translations.

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.

From all these people, oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, schoolwide events and telephone calling. In-house services (from the above-mentioned resources) will be used for translating written communications, such as brochures, flyers, letters, school reports and newsletters. The school can purchase computer software for translating written documents into the needed languages. If these homegrown services are not sufficient, the Translation Unit of the DOE will be contacted for assistance.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663, schools will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school. Translated signs will be posted to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department's website will provide information in the parents' native languages about their rights to the language assistance services and how to obtain these services. The school provides translated versions in the required languages of The Bill of Parents Rights and Responsibilities.