



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : LEW WALLACE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23k284

PRINCIPAL: SHENEAN N. LINDSAY EMAIL: SLINDSA@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Shenean Lindsay	*Principal or Designee	
Eduardo Mendez	*UFT Chapter Leader or Designee	
Comisha Richey	*PA/PTA President or Designated Co-President	
Rhonda White	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jacqueline Garnett	Member/	
Kundora Smith	Member/	
Joseph Legree	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Increase student attendance.

Comprehensive needs assessment

During the 2011-2012 school year, the year to date attendance of students attending the Lew Wallace School was 89.6%. As a result of low student attendance, students test scores on standardized assessments were impacted. Thus, students are not meeting the standard for promotion. Therefore, initiatives will be put in place to increase student attendance to surpass the city minimum of 90%.

Instructional strategies/activities

The Attendance Team will meet weekly to discuss student attendance, 407's, and follow up with home visits.

Incentives will be given to students with perfect attendance.

Students who are chronically absent may be referred to ACS for additional support services after following up with the parent/guardian.

Post attendance for each official class publicly (both in a Central Location and outside each class. Outreach will be given to families with multiple siblings under 85% attendance by Guidance Counselors, Family Worker, and PK Family Worker.

Teachers will be expected to carefully verify attendance each day and to report any students who have been absent for more than 2 days to the Family Worker or Pupil Accounting Secretary.

Distribute RISA's once a month to be signed by parents.

Schedule home visits to address students with recidivistic patterns of absences or lateness.

Institute a monthly attendance program for classes with the highest attendance.

All of the above mentioned initiatives will take place September through June.

Strategies to increase parental involvement

Parents will be invited to monthly Parent Association meetings, Principal/Parent breakfast, Parent Workshops which support New York City initiatives, Common Core Standards, understanding student data, etc...

Strategies for attracting Highly Qualified Teachers (HQT)

Highly Qualified Teachers will be recruited through the use of Teacher's of Tomorrow program. Teachers recruited to work at the Lew Wallace School will be eligible for tuition / student loan reimbursement as a result of our Title I status with the United States Department of Education. Additionally, the Lew Wallace School will reimburse teachers for expenses incurred as a result of tuition to reach Highly Qualified status.

Service and program coordination

Several students do not attend school regularly as a result of homelessness. Therefore, \$100 per student who lives in temporary housing has been allocated to ensure basic supplies such as uniforms, outerwear, instructional supplies, etc...

Budget and resources alignment

Title I monies and Fair Student Funding will be used to pay for resources related to increasing student attendance.

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

To align teacher practice with the Common Core Learning Standards (CCLS).

Comprehensive needs assessment

As a result of a shift from New York State Standards to Common Core Learning Standards, there is a need for all pedagogues to learn receive training and support regarding implementation. New York State standardized assessments will be aligned to the new standards; therefore it is imperative teachers align curricula to support the new initiative as well as New York City Bundles. As a result, there will be an increase in student achievement and academic rigor.

Instructional strategies/activities

Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to engage in rigorous tasks.

Teachers will meet weekly to discuss student work and plan lessons that are aligned to the Common Core Standards.

Teachers will meet bi-weekly to create rubrics which are aligned to Common Core tasks.

Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.

Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
Teachers will develop collaborative lessons that focus on modeling with mathematics and constructing viable arguments and critiquing the reasoning of others.
Review lesson plans during study groups for inclusion of CCLS.

Use observations and walkthrough both formal and informal to ensure that teachers are using data to drive instruction.

Provide feedback to teachers at post-observation conferences.

Peruse student work to ensure completion of common core tasks.

Teachers will review student work against CCLS to identify gaps in instruction, modify instruction and create meaningful tasks.

All of the above mentioned tasks will take place September through June.

Strategies to increase parental involvement

Parents will be invited to monthly Parent Association meetings, Principal/Parent breakfast, Parent Workshops which support New York City initiatives, Common Core Standards, understanding student data, etc...

Strategies for attracting Highly Qualified Teachers (HQT)

Highly Qualified Teachers will be recruited through the use of Teacher's of Tomorrow program. Teachers recruited to work at the Lew Wallace School will be eligible for tuition / student loan reimbursement as a result of our Title I status with the United States Department of Education. Additionally, the Lew Wallace School will reimburse teachers for expenses incurred as a result of tuition to reach Highly Qualified status.

Service and program coordination

Title I monies will be used to provide professional development to pedagogues which will result in enhanced instructional expertise in regards to implementing the Common Core Learning Standards into day to day instruction.

Additionally, Title I monies will be used to provide support to families in regards to understanding the importance of Common Core Learning Standards & strategies to support students at home.

Budget and resources alignment

Title I monies and Fair Student Funding will be used to fund professional development, workshops, resources, etc... in relationships to further developing teacher understanding of Common Core Learning Standards.

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

Increase communication between school and parents.

Comprehensive needs assessment

The New York City School Survey indicated a score of 7.7 regarding communication between families and the Lew Wallace School. Therefore, the level of communication needs to be increased to support student growth and academic achievement.

Instructional strategies/activities

Use School Messenger to inform parents of upcoming events and items of importance.

Use school website to keep parents updated of school events, student homework assignments, what is being taught to all students, etc...

Send updates to families via regular letters and fliers.

Hosting a Principal's Breakfast with families once a month.

Inviting parents to an Open House at least three times during the school year.

Distribute RISA's once a month to be signed by parents.

Schedule home visits to address students with recidivistic patters of absences or lateness.

Institute a monthly attendance program for classes with the highest attendance.

Share curriculum maps with parents.

Conduct workshops for parents on the new Common Core Learning Standards.

The above mentioned activities will take place September through June.

Strategies to increase parental involvement

Parents will be invited to monthly Parent Association meetings, Principal/Parent breakfast, surveys, Parent Workshops which support New York City initiatives, Common Core Standards, understanding student data, etc...

Strategies for attracting Highly Qualified Teachers (HQT)

Highly Qualified Teachers will be recruited through the use of Teacher's of Tomorrow program. Teachers recruited to work at the Lew Wallace School will be eligible for tuition / student loan reimbursement as a result of our Title I status with the United States Department of Education. Additionally, the Lew Wallace School will reimburse teachers for expenses incurred as a result of tuition to reach Highly Qualified status.

Service and program coordination

NYSTL Software monies will be used to fund a messenger program which will distribute mass phone calls to families, progress report cards will be given bi-monthly, as well as other out-reach efforts .

Budget and resources alignment

Title I monies and Fair Student Funding will be used to pay for resources related to increasing parent/school communication.

ANNUAL GOAL #4 AND ACTION PLAN

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

<p>Annual Goal #4</p> <p>By June 2012, the number of Students with Disabilities scoring level 2 and higher will increase from 6% to 10% as evidenced by the New York State English Language Arts Assessment.</p>
<p>Comprehensive needs assessment</p> <p>The Lew Wallace School was cited for not making Adequate Yearly Progress on the New York State Report Card in the area of Students with Disabilities in English Language Arts.</p>
<p>Instructional strategies/activities</p> <p>Use of differentiated instruction, technology (Ticket to Read), Achieve 3000, AIS (Push in/pull out), SETTS services, after-school programs, and support from in-class paraprofessionals.</p>
<p>Strategies to increase parental involvement</p> <p>Parents will be invited to monthly Parent Association meetings, Principal/Parent breakfast, surveys, Parent Workshops which support New York City initiatives, Common Core Standards, understanding student data, etc...</p>
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <p>Highly Qualified Teachers will be recruited through the use of Teacher's of Tomorrow program. Teachers recruited to work at the Lew Wallace School will be eligible for tuition / student loan reimbursement as a result of our Title I status with the United States Department of Education. Additionally, the Lew Wallace School will reimburse teachers for expenses incurred as a result of tuition to reach Highly Qualified status.</p>
<p>Service and program coordination</p> <p>Title I monies and Fair Student Funding will be used to pay for resources related to increasing achievement of Students With Disabilities.</p>
<p>Budget and resources alignment</p> <p>Job embedded professional development will be paid for using \$25,000 of curriculum/professional development (TL Fair Student Funding & Title 1). Academic Intervention Service will take place during the school day, technology site-license will be paid for using \$2,500 of NYSTL hardware funding & \$8,000 of Title 1 monies. Since professional development is job embedded, it will take place during the common planning periods for all teachers on a weekly/bi-weekly basis.</p>



ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2012, the number of Students with Disabilities scoring level 2 and higher will increase from 51% to 60% as evidenced on the New York State Math Exam.

Comprehensive needs assessment

The Lew Wallace School was cited for not making Adequate Yearly Progress on the New York State Report Card in the area of Students with Disabilities in Mathematics.

Instructional strategies/activities

Use of differentiated instructional strategies, which meets the needs of all learners, V-Math Live technology, after-school programs, extended day school, job-embedded professional development, and increased use of student manipulatives.

Strategies to increase parental involvement

Parents will be invited to monthly Parent Association meetings, Principal/Parent breakfast, surveys, Parent Workshops which support New York City initiatives, Common Core Standards, understanding student data, etc...

Strategies for attracting Highly Qualified Teachers (HQT)

Highly Qualified Teachers will be recruited through the use of Teacher's of Tomorrow program. Teachers recruited to work at the Lew Wallace School will be eligible for tuition / student loan reimbursement as a result of our Title I status with the United States Department of Education. Additionally, the Lew Wallace School will reimburse teachers for expenses incurred as a result of tuition to reach Highly Qualified status.

Service and program coordination

Federal monies received will fund Supplemental Education Services which will take place after school and Saturdays to ensure at-risk students receive adequate support.

Budget and resources alignment

Job embedded professional development will be paid for using \$10,000 of per-diem funding (TL Fair Student Funding). Academic Intervention Services will take place throughout the school day as a result of push-in/pull out using peer tutors, extended day (free service provided by SES), use of current technology such as laptops and Smart board to enhance learning experiences.

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			N/A	N/A	1	4	2	
1	11	11	N/A	N/A	3	2	3	5
2	14	14	N/A	N/A	5	3	4	7
3	16	16	N/A	N/A	3	5	1	5
4	16	16			5	3	2	6
5	31	31	14	14	1	2	3	4
6	32	32	24	24	3	1	1	13
7	37	37	29	29	3	3	2	5
8	33	33	31	31	2	3	4	9
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>Ticket to Read, Achieve 3000, Wilson. SBST support, ELL support, EXTENDED DAY (TEST SOPHISTICATION) PROGRAMS, RESOURCE ROOM SUPPORT (mandated and at-risk) SATURDAY PROGRAMS, and BELL After School. The Extended Day Program is usually run three or four days per week and works to address students’ social and academic needs. Students in grades 3 through 8 are identified through standardized test performance and teacher recommendations. They are grouped homogeneously and receive small group instruction in specific area(s) of concern, during the last 37.5 minutes of the school day. BELL After School occurs three days a week (2x a week after school and each Saturday) and students in this program benefit from small-group academic instruction, mentorship, and a wide range of enrichment activities. The SBST helps teachers develop and implement behavioral strategies and systems for students with behavioral and/or emotional issues; and provide counseling as needed to help students overcome specific issues that may negatively impact them academically, and/or socially. Both mandated and at-risk students receive resource room services 3-5 times a week during the school day in a small group setting where students receive instruction to help them refine their academic strengths and overcome individual areas of concern.</p>
Mathematics	<p>SBST support ELL support Math Steps Intervention Program by McGraw-Hill Grades 3-5 Impact Math Intervention Program By McGraw-Hill Grades 6-8 EXTENDED DAY (TEST SOPHISTICATION) PROGRAMS RESOURCE ROOM SUPPORT (mandated and at-risk) SATURDAY PROGRAMS, and BELL After School The Extended Day Program is usually run three or four days per week and works to address students’ social and academic needs. Students in grades 3 through 8 are identified through standardized test performance and teacher recommendations. They are grouped homogeneously and receive small group instruction in specific area(s) of concern, during the last 37.5 minutes of the school day. BELL After School occurs three days a week (2x a week after school and each Saturday) and students in this program benefit from small-group academic instruction, mentorship, and a wide range of enrichment activities. The SBST helps teachers develop and implement behavioral strategies and systems for students with behavioral and/or emotional issues; and provide counseling as needed to help students overcome specific issues that may negatively impact them academically, and/or socially. Both mandated and at-risk students receive resource room services 3-5 times a week during the school day in a small group setting where students receive instruction to help them refine their academic strengths and</p>

	overcome individual areas of concern.
Science	SBST support, ELL support, EXTENDED DAY (TEST SOPHISTICATION) PROGRAMS, RESOURCE ROOM SUPPORT (mandated and at-risk) SATURDAY PROGRAMS, and BELL After School. The Extended Day Program is usually run three or four days per week and works to address students' social and academic needs. Students in grades 3 through 8, are identified through standardized test performance and teacher recommendations. They are grouped homogeneously and receive small group instruction in specific area(s) of concern, during the last 37.5 minutes of the school day. BELL After School occurs three days a week (2x a week after school and each Saturday) and students in this program benefit from small-group academic instruction, mentorship, and a wide range of enrichment activities. The SBST helps teachers develop and implement behavioral strategies and systems for students with behavioral and/or emotional issues; and provide counseling as needed to help students overcome specific issues that may negatively impact them academically, and/or socially. Both mandated and at-risk students receive resource room services 3-5 times a week during the school day in a small group setting where students receive instruction to help them refine their academic strengths and overcome individual areas of concern.
Social Studies	SBST support, ELL support, EXTENDED DAY (TEST SOPHISTICATION) PROGRAMS, RESOURCE ROOM SUPPORT (mandated and at-risk) SATURDAY PROGRAMS, and BELL AfterSchool. The Extended Day Program is usually run three or four days per week and works to address students' social and academic needs. Students in grades 3 through 8, are identified through standardized test performance and teacher recommendations. They are grouped homogeneously and receive small group instruction in specific area(s) of concern, during the last 37.5 minutes of the school day. BELL After School occurs three days a week (2x a week after school and each Saturday) and students in this program benefit from small-group academic instruction, mentorship, and a wide range of enrichment activities. The SBST helps teachers develop and implement behavioral strategies and systems for students with behavioral and/or emotional issues; and provide counseling as needed to help students overcome specific issues that may negatively impact them academically, and/or socially. Both mandated and at-risk students receive resource room services 3-5 times a week during the school day in a small group setting where students receive instruction to help them refine their academic strengths and overcome individual areas of concern.
At-risk Services provided by the Guidance Counselor	The guidance counselors provide social and emotional support. Behavior modification, group activities, enhancing self-esteem, group and individual counseling, anger management, interpersonal relationships, conflict resolution, as well as goal setting help.

At-risk Services provided by the School Psychologist	Psychological evaluation, conducting meetings between parents, teachers, and at risk students, individual counseling and group counseling.
At-risk Services provided by the Social Worker	Parental contact, and parent counseling
At-risk Health-related Services	SBST support ELL support READ 180EXTENDED DAY (TEST SOPHISTICATION) PROGRAMSRESOURCE ROOM SUPPORT (mandated)SATURDAY and VACATION PROGRAMS.THE 37and1/2 MINUTES AFTER SCHOOL The Extended Day Program. This program is usually run three or four days per week. It has several components that address students' social and academic needs. Students, ranging from grades 3 through 8, are identified through standardized test performance and teacher recommendations. They are grouped homogeneously. Our extended day program is linked to and aligned with the regular day program by structured instructional scheduling, congruence of professional development sessions focusing on best practices, common literacy team and math team serving both regular and extended day programs and replication of identified successful instructional strategies between programs.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Title I funds are being used to enlist the services of a consultant in the area of Math and English Language Arts. The math consultant "pulls out" struggling students for small group support in the area needing improvement and also provides professional development to teachers. The consultant will support the administration team in developing best supervisory practices which will result in more focus on pedagogic instruction as well as methods to provide support.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher-mentoring program that will be integrated into our school's plan to improve instruction will be based on ensuring professional development needs are met through completion of : Professional Development Teacher Surveys, Quarterly meetings with the principal to discuss support/areas in need of support, on-going cycles of observation with feedback using the Danielson rubric, as well as pairing novice teachers with more experienced teachers, engaging teachers through Instructional Rounds, and providing them with support during weekly team meetings.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will receive a letter (one side will be in English and the other in Spanish) which will explain the rationale for the school's identification as a Corrective Action – Year 2. Additionally, a parent meeting will be scheduled to give specific details to improve student achievement and improve the quality of instruction.

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

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

Part I: School ELL Profile

Cluster Leader/Network Leader Anthony Conelli	District 23	Borough	School Number 284
School Name Lew Wallace			

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

Principal Shenean Lindsay	Assistant Principal Keva Pitts-Girard
Coach Kimberly Shelley	Coach N/A
ESL Teacher Dawn Lavelle	Guidance Counselor Helen Clarke
Teacher/Subject Area Jacqueline Garnett / Kindergarten	Parent Lucy Sojo
Teacher/Subject Area Hazel Morrison / Common Branch	Parent Coordinator Janie Sanders
Related Service Provider Debra Pascall	Other N/A
Network Leader Roxan Marks	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	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	542	Total Number of ELLs	35	ELLs as share of total student population (%)	6.46%
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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. PS/IS 284K adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents receive the Home Language Surveys (HLIS) and are instructed in their native language (which is usually either Spanish or Haitian-Creole) by our licensed ESL teacher, to assist parents with completing the surveys. Upon the completion of the HLIS form, the licensed ESL Teacher (with the assistance of the Pupil Accounting Secretary, who is responsible for registering students) will determine if there is a basis for administering the LAB-R or Spanish Lab (if the student is a native speaker of Spanish) assessment to them. If there is not a licensed pedagogue available who speaks the native language of the parent, then translation services are sought via the DOE service providers. This screening process must take place within a 10-day period for students who are first time entrants to the NYC Department of Education (DoE.) Copies of the HLIS are also placed in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes. An informal oral interview in English and in the native language of the parent (whenever possible) is also conducted to both the students and their parents. Parents are advised that their child will also have to take a formal initial assessment called the Language Assessment Battery in Reading (LAB/R) to determine if they will be eligible for ELL services. Our ELL Teacher is responsible for collaborating for conducting the student's initial screening, administering the HLIS, the LAB-R, and any other formal initial assessments that might be necessary. Our LAP team members meet formally and informally at least monthly and work collaboratively with the Principal to review our ELL student data and annually evaluate students' progress in NYSESLAT. Steps taken to ensure all ELL's are annually evaluated are through the administration of the NYSESLAT which is done by the ELL teacher, Ms. Lavelle. A report is ran on ATS to determine students eligible for the NYSESLAT.

#2. In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. Our Parent Coordinator, Ms. Sanders also works with our ESL Teacher and Pupil Accounting Secretary to contact parents of prospective ELL students by phone or sends mail correspondences to the parents on an ongoing basis, inviting them to attend our Parent Orientation sessions to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options. This process is conducted within the first 10 days of registration for students who are first time entrants into the NYC DoE. During the orientation session, parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs after review of the HLIS, and the child's LAB and LAB-R results. Parents may also request to observe and visit the participating classrooms to make their final program decision.

#3. Our Pupil Accounting Secretary and our ESL teacher work collaboratively to ensure that parents receive and return their entitlement letters, Parent Surveys and Program Selection forms. The ESL teacher personally gives entitlement letters to all eligible students. Outreach to the parents is done to ensure follow-up (includes in-school parent orientation sessions, phone calls, and translation services.) If parents do not return forms then they are advised that the default program for ELLs is the Transitional Bilingual Education Program, as per CR-Part 154 regulations. Copies of the HLIS are also kept in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes.

#4. The following criteria and procedures are adhered to in order to place identified ELL students in bilingual or ESL instructional program:

- During admissions, the Pupil Accounting Secretary, Ms. Munlin, our Parent Coordinator, Ms. Sanders, and our trained school LAP members including our ESL teachers provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Placement letters are offered by the ESL teacher (Ms. Lavelle) and are maintained on file by her.
- We use translated material (brochures, DVDs) provided by the Office of ELLs and if necessary we use services offered by the Translation and Interpretation Unit to better serve our parents.
- Parents complete a Home Language Survey and the student is interviewed if necessary in the native language to make an initial determination of the child's home language.
The parent receives and completes the survey indicating what language their child speaks at home. The survey is distributed by the ESL teacher, Ms. Lavelle.
- Parents are then invited to attend Parent Orientation in their native language or in English, an explanation of program choices/options are explained. Then parents are given opportunities to ask questions so that they can make an informed placement selection and to assist them with completing their Program choice form, so that they can return it at the end of the orientation session. Additionally, on-going orientation in Spanish and Haitian-Creole are provided, (if necessary) throughout the school year, to inform parents about curriculum and specific program information. We have staff available that speak both languages who are designated to answer any specific questions parents may have about the programs we offer. This is an on-going process that transpires throughout the year. as new potential ELLs are admitted into the school.

Part III: ELL Demographics

A. ELL

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

Programs

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	0	5	5	4	4	8	5	2					34
Total	1	0	5	5	4	4	8	5	2	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	3
SIFE	5	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<input type="checkbox"/>										

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
TBE										0
Dual Language										0
ESL	25	5	4	8	0	4	1	0	1	0
Total	25	5	4	8	0	4	1	0	1	0

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

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	
	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																			

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

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: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	Hispanic/Latino: ___
	Other: ___

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	5	5	3	4	8	4	1						31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian					1			1	1					3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	34												

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

#1. Here at PS/IS 284K, all ELL students on a grade are clustered by placing them in the same class to the greatest extent possible, where the ESL teacher pushes in to service them. In those cases where students are unable to be clustered in the same class, as is the case with our Students With Disabilities (SWDs), who are also ELLS, when it is not possible to place all ELL on the same grade in the same official class, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, who are already clustered together, so that they can receive instruction together. This program design makes it easier to provide the mandated service hours to all eligible students, via a model that ensures that our students get the maximum support available to them at one time. It was also created to create a sense of fellowship and comradery amongst our ELL students, as well as to enable our administration to support and track the progress of our ELLS to the greatest extent possible. When the students were spread out in different classes across the grade, as they were in the past, it was not easy to track and support the, or to support their teachers. Now the amount of pervasive on-going support that is needed by classroom teachers is much less.

Our ELL students receive push-in ESL instruction via a collaborative approach to teaching and learning 100% of the time, so that our ELLs do not miss classroom instruction, but instead receive the support of the ESL teacher in their homerooms, that are heterogeneously grouped, where the teacher is more familiar with their instructional needs. The allotted amount of push in each class varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of ESL block instruction, while those who scored at an advanced level only require 180 minutes of ESL block instruction to ensure that they have the greatest opportunity for contiguous learning that is provided by two teachers possible. However, if there a combination of beginner, intermediate, and advanced students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction. Support, for our ELL's also includes interactive approaches to instruction that more deeply engage the students in the four language modalities, in addition to strategies, such as accountable talk, computerized instruction, and the use of manipulatives to support their learning

To further support our ELLs, all of them are invited to participate in our 50 Minute advisory program and our After School tutorial/test preparation program. Via both of the se programs, the students who participate receive additional individualized and small group support, to further help them with their academics and areas of need.

#2. As mentioned above, ELL students on each grade are clustered into the same class, to the greatest extent possible, and when it is not possible to place all ELL on the same grade in the same official class, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, so that they can receive instruction together. The allotted amount of push in each class varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of instruction, while those who scored at an advanced level only require 180 minutes of instruction. However, if there a combination of beginner, intermediate, and advanced students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction

#3. This year, explicit ESL instruction is delivered via a new ESL push-in program at P.S/I.S. 284K, which is designed to support our ELLS via a partnership with their classroom teacher. We decided to try this model, because we did not believe that we were getting the maximum results possible out of our pull-out model. Now with the partnership of two individuals, students receive instruction via a smaller teacher to student ratio and via the partnership of two adults, one of whom know s the students as learners, better than the ESL teacher does, we hope to gain greater results. Via this new model, The ESL teacher travels to the classrooms of the students that she supports, and in some cases, in order to cluster the students together in sometimes heterogeneous and sometimes homogeneous groups (depending on the subject/activity) to provide the students with a support system for each other, students sometimes travel to other classrooms, along with the ESL teacher for instruction. Via this push-in model, we are able to ensure that the students get their mandated service hours (360 minutes for students who are at the beginning and Intermediate levels, and 180 minutes for students who are at the advanced level), and in some cases, due to the heterogeneous groupings of the students who have varying NYSESLAT levels, there are oftentimes students that receive additional ESL hours, that are provided above and beyond their mandated hours. While in the classroom, the ESL teacher collaborates with the students' classroom teacher via a co-teaching model, to support the students in becoming English proficient within their homeroom setting. English Language acquisition is emphasized in the content areas using a balanced literacy approach with visuals and realia. Language functions and strategies are taught within the content of the lesson. The instructional components are based on the NY State ESL standards. Additionally, content area instruction in science, social studies, and math, are conducted, using ESL methodology, in which all teachers receive training. Specialized materials, such as the computer and electronic devices are also used to support student learning. To assess our students and determine their needs, our teaching staff

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

A. Programming and Scheduling Information--Continued

1. 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.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

#5. Our targeted intervention programs for ELLs in ELA, Math and other content areas as follows: For ESL instruction we use a Pull-Out/Push-In organizational model. The ESL teachers work collaboratively with general education classroom teachers on student scheduling and programs. The students are picked-up daily by the ESL teacher for instruction. Those students who are not already clustered together in the same classroom on each grade are taken to their respective ESL classrooms for instruction. Students are homogeneously grouped in various ways (by proficiency level, interests, needs, etc) for instruction, so that it is specifically targeted to meet the needs of the students in each group. In grades 3-8, the ESL teacher also pushes in for instruction and works collaboratively with classroom teacher. Lessons are supplemented and adapted to meet students' needs as well and some of the intervention strategies used by all teachers are conferencing, guided writing, and guided reading support. Additional support will also be provided to all ELLs during After school and our 50 minute tutorial period.

#6. For those students who have achieved proficiency on the NYSESLAT, some of the transitional support that the students will receive will be an offer to participate in our After school and 50 minute tutorial programs. For those students whose parents wish for them to continue to receive ESL services (even though it is not mandatory, we will ensure that students are receiving a minimum of 180 minutes of push-in ESL instructional minutes provided according to proficiency levels in our ESL Pull-Out/Push-In program models. Each month all teachers will receive an updated list of "who's who" in their classes. These lists will contain critical information for all students, such as their ELL, Special Education, Promotional Criteria, etc., For those students who are transitional ESL students, this information will be included on their "who's who form, to remind their teacher of their "at-risk status" All ELL students will also have access to leveled libraries available both in English and their native language, which will serve as an additional support for their literacy and linguistic improvement. Teachers of ELLs will work with our beginners and intermediate level students to teach them basic vocabulary and communication skills and the fundamentals of written and spoken English, so that they can be ready to develop socially and linguistically. Beginners, intermediate, and advanced level students will all focus on improving their speaking, reading and writing skills based on their varying readiness levels. Students will also be prepared to take the NYSESLAT through a variety of test sophistication materials throughout the course of the year.

#7. For the upcoming school year the new programs or improvements that will be implemented is as follows: In addition to providing students with the mandated ESL 360 minutes per week, our Beginners and Intermediate students receive an additional 37 1/2 minute period of instruction geared specifically to their vocabulary development, Phonemic awareness, and Listening skills Mondays through Thursdays. All students will participate in the Imagine Learning English Technology Program to strengthen their language skills in the four modalities. All ELL students will receive their mandated ESL allotted instructional time based on student's proficiency level. Beginners and Intermediate students will receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. ESL lessons are structured to teach

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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

A. Programming and Scheduling Information--Continued

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

#5. Our targeted intervention programs for ELLs in ELA, Math and other content areas as follows: For ESL instruction we use a Pull-Out/Push-In organizational model. The ESL teachers work collaboratively with general education classroom teachers on student scheduling and programs. The students are picked-up daily by the ESL teacher for instruction. Those students who are not already clustered together in the same classroom on each grade are taken to their respective ESL classrooms for instruction. Students are homogeneously grouped in various ways (by proficiency level, interests, needs, etc) for instruction, so that it is specifically targeted to meet the needs of the students in each group. In grades 3-8, the ESL teacher also pushes in for instruction and works collaboratively with classroom teacher. Lessons are supplemented and adapted to meet students' needs as well and some of the intervention strategies used by all teachers are conferencing, guided writing, and guided reading support. Additional support will also be provided to all ELLs during After school and our 50 minute tutorial period.

#6. For those students who have achieved proficiency on the NYSESLAT, some of the transitional support that the students will receive will be an offer to participate in our After school and 50 minute tutorial programs. For those students whose parents wish for them to continue to receive ESL services (even though it is not mandatory, we will ensure that students are receiving a minimum of 180 minutes of push-in ESL instructional minutes provided according to proficiency levels in our ESL Pull-Out/Push-In program models. Each month all teachers will receive an updated list of "who's who" in their classes. These lists will contain critical information for all students, such as their ELL, Special Education, Promotional Criteria, etc., For those students who are transitional ESL students, this information will be included on their "who's who form, to remind their teacher of their "at-risk status" All ELL students will also have access to leveled libraries available both in English and their native language, which will serve as an additional support for their literacy and linguistic improvement. Teachers of ELLs will work with our beginners and intermediate level students to teach them basic vocabulary and communication skills and the fundamentals of written and spoken English, so that they can be ready to develop socially and linguistically. Beginners, intermediate, and advanced level students will all focus on improving their speaking, reading and writing skills based on their varying readiness levels. Students will also be prepared to take the NYSESLAT through a variety of test sophistication materials throughout the course of the year.

#7. For the upcoming school year the new programs or improvements that will be implemented is as follows: In addition to providing students with the mandated ESL 360 minutes per week, our Beginners and Intermediate students receive an additional 37 1/2 minute period of instruction geared specifically to their vocabulary development, Phonemic awareness, and Listening skills Mondays through Thursdays. All students will participate in the Imagine Learning English Technology Program to strengthen their language skills in the four modalities. All ELL students will receive their mandated ESL allotted instructional time based on student's proficiency level. Beginners and Intermediate students will receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. ESL lessons are structured to teach

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

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

A. Programming and Scheduling Information--Continued

1. 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.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

#5. Our targeted intervention programs for ELLs in ELA, Math and other content areas as follows: For ESL instruction we use a Pull-Out/Push-In organizational model. The ESL teachers work collaboratively with general education classroom teachers on student scheduling and programs. The students are picked-up daily by the ESL teacher for instruction. Those students who are not already clustered together in the same classroom on each grade are taken to their respective ESL classrooms for instruction. Students are homogeneously grouped in various ways (by proficiency level, interests, needs, etc) for instruction, so that it is specifically targeted to meet the needs of the students in each group. In grades 3-8, the ESL teacher also pushes in for instruction and works collaboratively with classroom teacher. Lessons are supplemented and adapted to meet students' needs as well and some of the intervention strategies used by all teachers are conferencing, guided writing, and guided reading support. Additional support will also be provided to all ELLs during After school and our 50 minute tutorial period.

#6. For those students who have achieved proficiency on the NYSESLAT, some of the transitional support that the students will receive will be an offer to participate in our After school and 50 minute tutorial programs. For those students whose parents wish for them to continue to receive ESL services (even though it is not mandatory, we will ensure that students are receiving a minimum of 180 minutes of push-in ESL instructional minutes provided according to proficiency levels in our ESL Pull-Out/Push-In program models. Each month all teachers will receive an updated list of "who's who" in their classes. These lists will contain critical information for all students, such as their ELL, Special Education, Promotional Criteria, etc., For those students who are transitional ESL students, this information will be included on their "who's who form, to remind their teacher of their "at-risk status" All ELL students will also have access to leveled libraries available both in English and their native language, which will serve as an additional support for their literacy and linguistic improvement. Teachers of ELLs will work with our beginners and intermediate level students to teach them basic vocabulary and communication skills and the fundamentals of written and spoken English, so that they can be ready to develop socially and linguistically. Beginners, intermediate, and advanced level students will all focus on improving their speaking, reading and writing skills based on their varying readiness levels. Students will also be prepared to take the NYSESLAT through a variety of test sophistication materials throughout the course of the year.

#7. For the upcoming school year the new programs or improvements that will be implemented is as follows: In addition to providing students with the mandated ESL 360 minutes per week, our Beginners and Intermediate students receive an additional 37 1/2 minute period of instruction geared specifically to their vocabulary development, Phonemic awareness, and Listening skills Mondays through Thursdays. All students will participate in the Imagine Learning English Technology Program to strengthen their language skills in the four modalities. All ELL students will receive their mandated ESL allotted instructional time based on student's proficiency level. Beginners and Intermediate students will receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. ESL lessons are structured to teach

A. 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)?

N/A to K284

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

A. 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. This year our ESL teacher will receive one on one professional development support that will be directly provided to her on an on-going basis, via the Principal, our CFN ELL Specialist, and any consultant who is partnered with our school for the year. As a part of her support, the consultant /CFN ELL Specialist will observe the ESL teachers instruction and provide her with immediate feedback/recommendations for improvement. Some of her strategies for support will also include on the spot coaching and modeling, by the Principal or CFN Specialist, if necessary. Whenever possible, we will also send the teacher out to professional development activities provided by our ISC, as well as to P.D. activities that will be provided by our CFN Network, or centrally offered PD activities.

#2. The support that we provide staff to assist ELLs as they transition from elementary school to middle school and/or middle school to H.S is the passing on of the student's portfolio from one grade to the other, so that their receiving teacher can access important information about the student's progress, strengths, and weaknesses, via their work products. We also conduct a beginning of the year grade level meeting, in which we require the teachers to bring their students' cumulative record folders for the purpose of allowing them to review the files of their incoming students and to determine if there are any questions or concerns that they might have with servicing that child. We also have available to the teachers and families, the assistance of the Guidance counselor to assist students with selecting programs that provide continuity of services, and with selecting programs that are better suited to the student, based on our knowledge of him/her, or their responses on their Vocational Assessment. We also invite parents in to provide them with translation services, if needed, in order for them to complete their children's H.S. choice forms and to visit high schools to see if they are a match for their children, or to determine if the commute is reasonable for them.

#3. We will ensure that our new ESL teacher and new general education classroom teachers receive a minimum of 7.5 hours of professional development, via his/her participation in monthly CFN/centrally offered trainings, and via on-going weekly support from the Principal throughout the course of the school year. Trainings offered by the CFN may include topics such as cultural and linguistic diversity, ESL methodologies, and stages of language acquisition, etc.

prepared to take the NYSESLAT through a variety of test sophistication materials throughout the course of the year.

A. 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?

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	0	2	4	2	0	4	5	2					20
Intermediate(I)	0	0	0	1	0	2	2	0	0					5
Advanced (A)	0	0	3	0	2	2	2	0	0					9
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	0	1	2	1	0	0	3					
	I				1	1	2	2	1	1				
	A			2	1			3	1					
	P			1	1	2	4	3						
READING/W RITING	B	1		1	4	2		4	5	2				
	I				1		2	2						
	A			2		2	2	2						
	P			1										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	0				0
5	2				0
6	5				0
7	1	1			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	

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		1				4
8	1								1
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				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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 P.S./I.S. 284K uses both the ECLAS 2 and the DIBLES assessments to evaluate the early literacy skills of the ELL students in grades K-3. Thus far, the data shows that our ELLs continue to have difficulty with phonemic awareness, phonics, and decoding. As a result, their oral reading fluency and comprehension skills are also quite weak. For those students who are able to read, most often they are doing nothing more than word calling, or decoding and not reading for meaning.

As a result of these findings, our ESL and classroom teachers have been informed that all ELL students must be immersed in decoding and vocabulary activities, in order to improve their word recognition and auditory and sight vocabulary. To supplement the teachers curriculum materials, some of the materials we have purchased to support their instruction are Imagine Learning which is a computerized software program designed to support ELL in all academic areas and Electronic Games and etc..

#2 Data patterns across the LAB-R and NYSESLAT show that our students tend to perform much better on the listening and speaking portion of the exam, than they do on the reading/writing portion, scoring at least a level below on the reading and writing portion of the exam than they do on the listening/speaking section. Consequently, our teachers (especially those in grades 3-8, have been informed that all ELLs must

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: Low Wallace

School DBN: 23K284

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shenean Lindsay	Principal		12/1/11
Keva Pitts-Girard	Assistant Principal		12/1/11
Janie Sanders	Parent Coordinator		12/1/11
Dawn Lavelle	ESL Teacher		12/1/11
Lucy Sojos	Parent		12/1/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **K284** School Name: **Lew Wallace**

Cluster: **Groll** Network: **401**

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

Part A: Needs Assessment Findings

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

The data and methodologies used to understand the needs of non-English speaking parents consist of: Analyzing Home Language Surveys, Learning Environment Surveys, and parent feedback during Parent Association meetings, Principal's Breakfast, and other parent events. The data is collected by the Principal, Parent Coordinator, Executive Board (Parent Association), etc... to determine the best method to communicate with parents/families.

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 from the K284 translation and oral interpretation assessment indicates the need for the following: All communications to be written in two languages (English & Spanish), a Spanish link on the school website, and the need for more interpreters in the school during special events like parent meetings, etc...

The findings were communicated to the school community during the following events: Open House, Parent Association Meeting, Monthly Principal's Breakfast, and other school related events.

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.

All documents intended for parents will be translated from English to Spanish using Google Translator. The Spanish version will be copied on the reverse side of English memorandums. Letters will be translated in a timely fashion as the School Secretary will plan in advance to ensure both an English & Spanish letter is given to families.

An outside vendor will be used to translate for parents who are non-English speaking during school events. Documents which require translation will be copied/pasted into Google Translate. This method is more cost effective as it is free.

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.

The oral interpretation services provided by K284 will consist of : Using school staff / outside vendor/parent volunteers to translate for parents during school events and use of Google translate to convert English parent documents/communication to Spanish.

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>.

The Lew Wallace School will fulfill the expectations of Section VII of the Chancellor's Regulation through translating all parent communication from English to the preferred language of Spanish using Google Translate. Spanish language will be printed on the reverse side of the parent communication. Additionally, parents will be given a copy of the Parent Bill of Rights along with an explanation during a parent meeting. Parents will be allowed to express concerns and provide feedback in their native language as required.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Lew Wallace School	DBN: 23K284
Cluster Leader: Chris Groll	Network Leader: Roxan Marks
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The rationale for the direct instruction supplemental program is to support ESL students who are at risk in the area of English Language Arts and Mathematics. Most ESL students did not make one year or more progress on the most recent New York State Assessment. Therefore, ESL students in grades three through eight will be targeted for after-school support with one ESL, one content teacher at a minimum of two days after school. They will also receive services during a Saturday school program for 6 weeks with one ESL, one ELA and one Math teacher. Targeted ESL students will receive instruction in their native language and English. The teacher who will service students is ESL licensed. Targeted at-risk ESL students will receive services using technology. They will use Achieve 3000, Vmath Live, and the Reading Smart/Reading Mate program. Additionally, students will receive services in groups no larger than eight and test sophistication materials will be used to support the stamina and test taking skills of ESL students. Direct instruction will take place through the use of instructional strategies such as DOK - Depth of Knowledge and UDL - Universal Design for Learning. Through the use of these strategies, students will receive instruction which meets their needs and promote critical thinking which will result in an improvement of student achievement. Students will participate in 20 sessions across a ten week period for two hours with the one ESL and one content area teacher. The focus will be on improving comprehension reading skills and remedial math basics such as addition, subtraction, multiplication, and division. Last, the Daybook for Critical Learning and Pearson will be used to support direct instruction of students.

Part C: Professional Development

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

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

Begin description here: The ESL teacher will receive professional development to support pedagogic growth and understanding of the Common Core Standards, it's alignment to instruction, and how instruction can be shaped for ESL students. The ESL teacher will also engage in intervisitations to schools throughout New York City in which successful ESL programs/intervention/support are taking place. Professional Development will be ongoing throughout the school year from September through June. It will be job embedded or take place after-school. The ESL teacher will also have access to online professional development 24/7 through PD 360. School Administrators will suggest videos as needed or aligned to the schools focus. Professional Development will also be provided by CITE, AUSSIE, and in-house staff. Topics such as : Understanding the Common Core Standards, Aligning ESL Instruction to Curriculum Maps, Using Manipulatives to Drive Instruction, Effective Questioning, and Assessment. Professional development will be ongoing through the school year. In addition to the ESL teacher

Part C: Professional Development

receiving training, other teachers who service ESL students will receive direct support through the aforementioned consultant services.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent Engagement is critical to the success of students and the general school community. Parents will be invited to participate in various events and workshops which support the academic and social progress children. Parent Activities will take place from October through June. Workshops and events will be hosted by the Parent Coordinator, Parent Association, 21st Century Partnership, BENI, and other providers as needed. Parents will receive notification through School Messenger, Fliers, and the school website. Topics to be covered will consist of : Adapting to a English Language Environment, How to Support Students Transitioning to English, Understanding the Importance of Assessment/How to Use the Parent Aris Link, and other cultural workshops.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$6,708Per session	Afterschool program: Two teachers (1ESL & 1CB) will be paid at teacher per session rate for twenty 2-hours sessions for a cost of \$4,005. Saturday Academy: Three teachers (1 ESL, 1 ELA & 1 Math) will be paid at teacher per session rate for 6 weeks at 3 hours each for a cost of \$2,703.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1,300	A consultant will be enlisted from CITE to support the professional development needs of the ESL teacher. The focus will be teaching strategies such as questioning, differentiation and analysis of data.
Supplies and materials	\$3,192	Netbooks will be purchased for

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		implementation of programs (Achieve 3000, VMath Live, & Reading Mate. The use of technology will appeal to the "hands on needs" of students. The software programs will support students in remedial areas. A supplemental curriculum will also be purchased to support the literacy (Daybook)and mathematics (Pearson) intervention program.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200	