



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 309 THE GEORGE E. WIBECAN PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K309

PRINCIPAL: EMILY ELIZABETH ZUCAL EMAIL: EZUCAL@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Emily Elizabeth Zucal	*Principal or Designee	
Margaret Valerio	*UFT Chapter Leader or Designee	
Georgette Lee	*PA/PTA President or Designated Co-President	
Robert Oquendo	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	
Tanitra Moffett	Member/Parent	
Lynetta Wright	Member/Parent	
Quine Jackson	Member/Parent	
Jamie Rivas	Member/Parent	
Lois Williams	Member/Parent	
	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

To increase student ELA competencies, with a specific focus on reading, resulting in a 12.9% increase in Level 3 and Level 4 student performance on the Spring 2012 NYS ELA. (A move from 27.1% to 40% of all students tested.)

Comprehensive needs assessment.

Last year, 27.1% of all students tested scored at a Level 3 or Level 4 on the 2011 NYS ELA.

Instructional strategies/activities.

Year 2 Teachers College Reading and Writing Project School (TCRWP): TC Staff Developers Sarah Picard Taylor and Alexandra Roman will visit our school to support Unit of Study planning, model components of balanced literacy instruction with a focus on the reading and writing workshops, and create lab sites. Our teachers will visit Teachers College for unit-related professional development sessions. We will use AssessmentPro (TCRWPs progress reporting and tracking tool). The Principal and Assistant Principal will participate in learning groups. Sarah Picard Taylor and Alexandra Roman will also help our teachers prepare all students for two literacy tasks that ask them to read and analyze informational texts and write opinions and arguments in response. We will focus our professional development on the explicit teaching of skills and strategies in all reading and writing workshops. We will conduct a total of nine complete cycles of professional development with our Project Staff Developers. TC assessments, ACUITY results, and data from Predictives and ITAs will be used throughout the year to craft explicit teaching points for lessons and used to form guided reading and strategy groups. Data will be used to make sure that students are matched to appropriate texts based on their individual reading level, as well as to promote achievement on grade level CCS-aligned tasks and the 2012 NYS ELA.

The Academic Intervention Team (A.I.S.) Team is trained in the use of the Wilson Language Program for students in Grades 3, 4, and 5, and the Wilson Foundations Language Program for students in Grades K, 1, and 2. Note: The Wilson Foundations Language Program will be used for students across all grades, as deemed necessary. The A.I.S. Team will provide targeted instruction to struggling students. The efficacy of the targeted instruction and student progress monitoring will occur in six-week cycles. Beginning in October 2011, students who scored a Level 2 on the 2011 ELA exam will be identified by our AIS committee as candidates for AIS services and receive services for six weeks. Student progress will be assessed and the students eligible for AIS will be reviewed and revised. Those students who still need AIS services will continue to receive it based on results from periodic assessments, running records, and teacher evaluations. New students in need of AIS services will be identified. These cycles will continue throughout the school year. Additionally, beginning in November, students whose reading levels lie within the Level 2 range will be targeted by grade level inquiry teams for inquiry work based on their needs in the area of ELA.

The New York State CARS and STARS programs, both published by Curriculum Associates and a set of test sophistication materials, will be used with students in first through fifth grades three out of four days during the 37.5 minute Early Bird Intervention Program. In addition to CARS and STARS, during the 37.5 minute Early Bird Intervention Program, salaried Literacy Specialist Margaret Valerio and select teacher grade leaders will demonstrate test-prep specific mini lessons during the 37.5 minute Early Bird Intervention Program. These teachers will also make their classrooms available as lab sites.

Book orders will be placed throughout the school to grow our classroom libraries across varied genres, and to support our students' "just right" independent reading book levels. In addition, we will be building a library of professional materials for teachers and support staff.

The Words Their Way Word Study Program will be used in all K-5 classrooms.

Grade level teams will meet at least twice a month to look at student work connected to reading and writing and to plan lessons and units of study. Each grade level team works to revise and improve upon curriculum maps, crafting individual lessons, and sharing resources and best practices to use in our classrooms. Grade teams will collaborate to plan the Unit of Study and rigorous CCS-aligned performance tasks that will be embedded within the Non-Fiction unit of study.

As the reading of and writing about informational texts is of great importance this year, we have invested in Science and Social Studies texts, resources and PD for our teachers in an effort to raise the level of content area instruction throughout the building.

A series of Family Reading Nights and Reading Celebrations have been planned to promote interest in and reward students for reading.

Strategies to increase parental involvement.

CCSS information will be shared with parents of students in all grades throughout the year. The purpose of sharing this information with parents is to 1. make them aware of the CCSS-aligned literacy tasks in which their children will be participating and 2. make them aware of what state testing will look like in the future. Workshops to address these issues will be held throughout the year.

Invitations to attend two days of workshops at Teachers College, specifically designed for parents and around promoting literacy at home, are made available to all parents. In addition, our Literacy Specialist and Parent Coordinator will partner to lead a number of literacy workshops for parents throughout the year. Topics covered in these workshops include, but are not limited to, testing, reading aloud and how to support writing activities at home.

Parents will receive progress reports at six intervals throughout the year informing them of their child/childrens' current level of performance in ELA.

Parents will be invited and encouraged to attend Family Reading Nights and Reading Celebrations.

Strategies for attracting Highly Qualified Teachers (HQT).

Our TCRWP Staff Developers are here to support K-5 teachers for a total of 30 days. Teachers will leave the building to attend a total of 35 "Calendar Days". Teachers on the Grade 1 and 5 teaching teams are participating in a Network-sponsored study group dedicated to integrating the CCSS standards in their grade level instruction, and both teams are specifically focusing on ELA strands in this work.

Service and program coordination.

N/A

Budget and resources alignment.

TCRWP contract funded with Title I SWP 5% and 10%.

Literacy Specialist funded with TL FSF.

A.I.S. Team Member (1) funded with TL FSF.

A.I.S. Team Member (1) funded with MANY.

Separate allocation for Data Specialist funded with ARRA RTTT.

Classroom and professional libraries funded with TL NYSTL and Title III funds.

Words Their Way materials funded with Core Curriculum funds.

Test sophistication (CARS and STARS) materials funded with TL FSF and Title I SWP.

Coverage for teachers so that they can attend professional development and/or planning sessions funded by TL FSF.

Content area PD funded with TL FSF.

Events designed to promote interest in and celebrate reading funded with TL FSF.

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

This year, we will make AYP in ELA for Hispanic or Latino students as well as students who are Economically Disadvantaged.

Comprehensive needs assessment.

According to the State Differentiated Accountability Report (“AOR”), we fell short of reaching our AYP target in ELA for Hispanic or Latino students and students who are Economically Disadvantaged based on 2011 testing data.

Instructional strategies/activities.

Hispanic and Latino students as well as students who are Economically Disadvantaged in Kindergarten – Grade 5 are included in the work of ELA and grade-specific inquiry teams.

Strategies to increase parental involvement.

Our Parent Coordinator, while partnering with Literacy Specialist Margaret Valerio and a Spanish-speaking member of the A.I.S. Team, will lead workshops targeted specifically to parents and families of Hispanic and Latino students and students who are Economically Disadvantaged. These workshops will be designed to support the parents and families of Hispanic and Latino students and those who are Economically Disadvantaged to help their children at home.

Strategies for attracting Highly Qualified Teachers (HQT).

N/A

Service and program coordination.

N/A

Budget and resources alignment.

**Parent Coordinator funded with TL Parent Coordinator monies, and pulling from TL monies to cover the cost of workshop materials for the year.
Data Specialist funded with ARRA RTTT.
Spanish language classroom library texts purchased with Title III monies.
Spanish-speaking A.I.S. Team member funded with MANY.**

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

To heighten students' ability to solve math word problems, resulting in a 10.2% increase in Level 3 and Level 4 student performance on the Spring 2012 NYS Math. (A move from 34.8% to 45% or all students tested.)

Comprehensive needs assessment.

Last year, 34.8% of all students tested scored a Level 3 or Level 4 on the 2011 NYS Math.

Instructional strategies/activities.

Salaried Math Specialist to model, team teach, plan visitations and support instruction.

Use of the Everyday Mathematics (EDM) Curriculum.

Participation of teachers in Metamorphosis Teaching Learning Communities.

Administration of at least four problem solving assessment tasks to 100% of students, including students with disabilities and English Language Learners, that will engage them in a cognitively demanding mathematic tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at variable solutions.

Professional development in the area of mathematics will help our teachers prepare all students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at variable solutions. We will focus our professional development on the explicit teaching of problem solving skills and strategies, as well as mathematical reasoning, in all math workshops.

At least one teacher on every grade level, K-5, will either begin or continue working with Exemplars, an organization that offers professional development that demonstrates how to use assessment results to guide instruction and improve student performance. Additionally, our third grade teachers are participating in Metamorphosis Teaching Learning Communities. (To date, MTLC professional development sessions targeted at helping students develop an understanding of place value have been attended and, beginning later in the year, a series of labsite classroom visits will take place throughout the city. One of our third grade teachers will operate as a labsite to be visited by the members of her Learning Community.)

Grade teams meet at least twice a month to look at student work connected to math and to write and plan lessons and units of study. Using data from ACUITY, and data from Predictives and ITAs, each grade level team works to revise and improve upon curriculum calendars, crafting individual lessons, and sharing resources and best practices to use in our classrooms. Grade teams will collaborate to plan Units and rigorous CCS-aligned performance tasks that will be embedded within those Units throughout the year.

Strategies to increase parental involvement.

CCSS information will be shared with parents of students in all grades throughout the year. The purpose of sharing this information with parents is to 1. make them aware of the CCSS-aligned tasks in which their children will be participating and 2. make them aware of what state testing will look like in the future. Workshops to address these issues will be held throughout the year.

In addition, our Math Specialist, in partnership with our Parent Coordinator, will lead a number of math workshops for parents throughout the year. Topics covered in these workshops include, but are not limited to, testing, playing math games and practicing math facts at home.

Parents will receive progress reports at six intervals throughout the year informing them of their child/childrens' current level of performance in Math.

Strategies for attracting Highly Qualified Teachers (HQT).

Participation in both the Exemplars and Metamorphosis learning groups help all teachers to become highly qualified in order to achieve this goal.

Service and program coordination.

N/A

Budget and resources alignment.

Everyday Mathematics (EDM) funded with Core Curriculum funds.

Math Specialist funded with MANY.

Teachers' participation in Exemplars study groups funded by Title I SWP.

Teachers' participation in Metamorphosis Teaching Learning Communities funded by Title I SWP.

Coverage for teachers so that they can attend professional development and/or planning sessions funded by TL FSF.

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>To improve student attendance by 1.7% in the 2011-12 school year, resulting in a minimum attendance rate of 94%.</p>
<p>Comprehensive needs assessment.</p> <p>Last year, our attendance was 92.3%.</p>
<p>Instructional strategies/activities.</p> <p>Our Family Worker has revisited the process used to collect and verify ATS attendance data each day. This year, ATS attendance will be picked up from each classroom each day, and verified in person.</p> <p>Attendance Team Meetings twice a month are scheduled to analyze daily, weekly and monthly attendance data and plan for incentives.</p> <p>Early Bird Attendance will be tracked this year and Early Bird teachers are responsible for following-up about any student that was late or absent from their Early Bird (Extended Instructional Day) classroom over the phone or in writing.</p> <p>An Early Morning Athletics Club will begin in and run through the winter in order to entice students to come to school regularly and on-time in the coldest and most challenging weather.</p> <p>“Raffle Days” have been planned for and publicized for those days of the school year that typically have poor attendance (ex. Parent Teacher Conference half-days, the days before and after holidays and/or school closures).</p> <p>Perfect Attendance Award Celebrations are held throughout the year to celebrate students with perfect monthly attendance. Parents of award recipients are also rewarded at monthly P.T.A meetings.</p>
<p>Strategies to increase parental involvement.</p> <p>Planned incentives include award ceremonies for students with perfect monthly attendance, to which parents will be invited, and celebrations for those classrooms that maintain perfect monthly attendance. Parents of award recipients are also rewarded at monthly P.T.A meetings.</p>
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <p>N/A</p>

Service and program coordination.

N/A

Budget and resources alignment.

Family Worker funded with TL monies.

Attendance Teacher funded with AIDP monies.

School Aides funded with TL FSF.

Incentives and awards funded with AIDP.

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.

<p>Annual Goal #5</p> <p>By June 2012, we will achieve above average level outcomes on the LES in the category of Safety and Respect for teachers and parents by ensuring that all members of our school community feel physically safe and emotionally secure, allowing everyone to focus on student learning.</p>
<p>Comprehensive needs assessment.</p> <p>The 2010-11 School Progress Report reflected 8 out of 15 points earned in the School Environment section. Additionally, the 2010-11 School Survey showed that our school scored a 8.1 – against the citywide average of 8.2 – in the Safety and Respect category among teachers and parents.</p>
<p>Instructional strategies/activities.</p> <p>With an eye on Domain 2 of Danielson’s Framework for Teaching, we have crafted a multi-year plan for school reform. We know that school culture and student achievement are correlated. Where there is a viable presence of a positive, nurturing environment, in which adults trust each other, collaborate willingly and collegially and work towards healthy consensus, students will thrive. (Conversely, where there is a negative environment, students fail to achieve.)</p> <p>The resources that we’ve identified to help us through this work come from the Center for Social and Emotional Education at Teachers College, as well as from the National School Climate Center. We will begin by administering an assessment to all members of our faculty and staff and, based on those findings, a newly created “School Culture Improvement Team”, a team that is comprised of at least one teacher from every grade level and open to all others interested in this work, will set the agenda for this year’s school improvement work. The year will end with an administration of the same assessment that will be used to guide the work of the year (and beyond).</p> <p>In addition, we believe that the time students spend on the schoolyard during recess is, if unstructured, potentially physically and emotionally dangerous for students. To ensure that our students, K-5, have the opportunity to engage in meaningful, structured and safe play, thus ensuring them the benefits of physical activity and of positive peer interaction, we have established a relationship with an organization called Playworks. We will benefit from a “Coach” who will lead students in safe play during recess, and in small afterschool groups.</p> <p>Finally, we are working for the first time this year with a character education program called Connect With Kids in our PK – Grade 5 classrooms.</p>
<p>Strategies to increase parental involvement.</p> <p>N/A</p>
<p>Strategies for attracting Highly Qualified Teachers (HQT).</p> <p>N/A</p>

Service and program coordination.

N/A

Budget and resources alignment.

Playworks funded with TL FSF.

Coverage so that teachers may participate in meetings of the “School Culture Improvement Team” funded with TL FSF.

Related professional libraries and resources funded with Title I SWP.

Consultants from related organizations funded with TL FSF.

Connect with Kids teaching resources funded with

School Counselor funded with MANY.

Social Worker funded with TL SBST.

Per-session monies dedicated to Connect with Kids curriculum development funded with TL FSF.

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	19	19	N/A	N/A	0	0	2	0
1	17	17	N/A	N/A	0	0	1	0
2	14	14	N/A	N/A	5	0	2	0
3	18	18	N/A	N/A	6	0	2	0
4	32	32	32	32	21	0	1	0
5	39	39	39	39	21	0	3	1
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Students in grades K-5 reading below grade level standards according to Fountas and Pinnell reading assessments, and students in grades 4 and 5 who scored a 1 or 2 on the previous year's ELA exam are selected to receive AIS services throughout the year. AIS students in grades K – 2 receive ELA intervention through the use of programs such as Foundations, Awards, and variety of web based programs. Students in grades 3-5 receive ELA intervention through the use of targeted instructions based on skills taken directly from the Teachers College units of study, materials from programs such as Options, Triumph Learning, Read Write Edit and Listen, Scholastic, Performance Series, Acuity, NYS Coach Test Prep materials, and a variety of web based programs. Students in grades 3-5 receive instruction through AIS 2 -3 times a week. Students in grades K-2 receive AIS 3-4 times a week. AIS is provided in 6 week cycles during 50 minutes sessions in small group settings through push in and pull out models during the school day.</p>
Mathematics	<p>Students in grades K -5 are selected for AIS services according to teacher's recommendations based on unit assessments and in class performance. Student in grades 4 and 5 who scored a level 1 or 2 on the previous year's Mathematics assessment are also chosen to receive AIS services. Students receive support 1-2 times a week in six week cycles in small group settings for 50 minutes sessions through push in and pull out models during the school day. Resources used to support the needs of students include Performance Scantron, Acuity, Targeted instruction based on skills taken directly from the Everyday Math program, Buckle Down, and a variety of web based instructional materials.</p>

<p>Science</p>	<p>AIS students in grades K-2 and grades 3-5 receive additional support in the area of Science 1-2 times a week through literacy. Service is provided in small group settings using informational texts, materials taken from the FOSS program, resources from the Cityatwork program, non-fiction trade books which supplement classroom resources, and web based programs. Instruction is provided in six week cycles through push in and pull out models during the school day. Specific skills are targeted based on student assessment results and in class performance.</p>
<p>Social Studies</p>	<p>AIS instructions is provided for students in grades K-5 using non-fiction text relating directly to the Social Studies scope and sequence, and cross-curriculum instruction (literacy based) in small guided reading groups. Instruction is provided 1-2 times a week in six week cycles during 50 minutes sessions through push in and pull out models during the school day.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>The school counselor works with at risk students and students experiencing sudden stressors such as a death in the family or the loss of a home. The counselor addresses the academic, personal and social development of students through an array of services. There is frequent collaboration with all members of the school community to support these needs. The counselor chairs an interdisciplinary child study team whose goal is to identify students experiencing difficulty and put interventions in place to remove barriers to learning. Ensuring that students improve their attendance and are receiving necessary services such as AIS is also the work of the counselor. Through student oriented activities and peer mediation using the Mediation Skills program from Sunburst Visual Media, the counselor encourages positive motivation among students and they are given the opportunity to contribute to the school in a positive way. Additionally, through partnerships with parents, the counselor facilitates access to community resources when necessary.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Services to at-risk students are provided in an indirect manner. Teachers consult with the Psychologist regarding students that are exhibiting academic and behavioral concerns. Strategies are reviewed that may work with the students to address their need. The School Psychologist participates on the Child Study Team which meets to discuss students and develop intervention plans to address the referral question(s). The School Psychologist is available to provide counseling to students who are in crisis (e.g., experiencing suicidal thoughts, grief reaction, and/or trauma). Also, the School</p>

	<p>Psychologist works with the students' parent(s) to get them connected with medical facilities to provide the student with ongoing social-emotional support.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The school Social Worker provides a variety of at-risk services to students and their families in the community. Students are seen for short term work related to issues of loss, such as a death in the family or a family separation. Also, children who have exhibited longer term behavioral or classroom adjustment problems are seen. The Social Worker develops a relationship with these students in order to facilitate their ability to express the underlying issues that may be causing them to experience emotional difficulties. Ongoing work with these children may include a referral for outside counseling or family counseling. As part of this work, the Social Worker often meets with parents and teachers to open up lines of communication, which allows for a greater understanding of the problem and allows for the creation of appropriate interventions. These interventions involve collaboration between the parent, teacher and student. Parents and teachers are also free to come in for consultations that may lead to a recommendation for at-risk counseling or may involve a discussion on how to develop an intervention for a particular problem. Daily crisis work involving students who may have had difficulty with a peer during lunch or a problem with the teacher is also a part of the at-risk work. During at-risk counseling with children, the Social Worker works on helping children express themselves and their emotions in positive ways so that they are free to put more of their mental energy towards their academic work.</p>
<p>At-risk Health-related Services</p>	<p>The Speech therapist uses special equipment to improve students' capacity for communication through various techniques and provides prevention, screening, assessment, and intervention for disorders of speech, language, and cognitive aspects of communication. The therapist provides direct services to students with speech and language disorder using a variety of service delivery models to treat and/or address communication concerns. The therapist works in collaboration with teaches to recommend strategies that can be used in the classroom to assist youngsters in development of language and communication skills.</p>

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

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

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

Public School 309K
794 Monroe Street
Brooklyn, NY 11221

Emily Zucal, Principal
Telephone # (718) 574 – 2381

Nicole Perry, Assistant Principal, I.A
Fax # (718) 453 –0643

November 2011

TITLE I PARENT INVOLVEMENT POLICY

1. Bi-monthly Parent Workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy, E-Class, and Student Code of Behavior
2. Parents will be notified by a monthly school calendar. In addition, letters, flyers as to the date and time of meetings and workshops to address the implementation of Teachers College Reading/Writing Project, Everyday Math, and other instructional programs.
3. Parents and teachers will share responsibility for student performance through Parent/Teacher Conferences, School Leadership Meetings, Child Study Team and Intervention Conferences.
- 4/5. Parental involvement will occur through attendance at Annual Fall Open House to present and discuss curriculum expectations, assembly programs, use of parent volunteers for the classroom and lunch programs as well as completion of the School Learning Environment Survey, and Family Reading Day. PTA fundraising events to support student achievement. Family Reading Day on the last Friday of the month.
6. Meetings are scheduled at various times during and after the school day to accommodate parents.

7. Responses to parent written comments will be done through verbal or written Communication from Parent Coordinator, Teachers, School Administration, or PTA President.

8. Parent contact will be made through monthly calendars, newsletters, Principal Updates, Parent Handbook, flyers, letters and phone calls to inform of school's instructional programs, workshops, activities, trips, performance standards, student assessments and summer programs.

-----Tear Off-----

I have received and reviewed the Title 1 Parent Involvement Policy.

Parent's Signature: _____ Date: _____

Child's Name: _____ Class _____

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The George E. Wibecan Preparatory Academy
Public School 309K
794 Monroe Street
Brooklyn, NY 11221

Emily Zucal, Principal
Telephone # (718) 574 – 2381

Nicole Perry, Assistant Principal, I.A.
Fax # (718) 453 –0643

November, 2011

SCHOOL PARENT/GUARDIAN COMPACT

Parent Responsibilities

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- Study areas should be well-lit and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist.
- Maintain a Home/School communication folder and check it on a daily basis.
- Encourage positive attitudes toward school.
- Require regular school attendance.
- Attend parent-teacher conferences.
- Dress students in their school uniform.

Student Responsibility

- Ask the teacher any questions about the homework.
- Take home materials and information needed to complete the assignment.
- Complete homework in a thorough, legible, and timely manner.
- Return homework on time.
- Return signed homework form.
- Comply with school rules.
- Attend school regularly.
- Respect the personal rights and property of others.
- Show parent Home/School communication folder on a daily basis.
- Dress for success – wear your uniform.

Teacher Responsibility

- Provide quality teaching and leadership.
- Assign grade-level appropriate homework.
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Give positive corrective feedback.
- Recognize that students are accountable for every assignment.
- Check that homework and Home/School communication folder has been completed and forms have been signed by parent/guardian.
- Respect cultural, racial, and ethnic differences.
- Communicate with parents on a regular basis.

Please sign and return to your child's teacher.

____ I have reviewed and understand the School Compact with my child and we have each signed it.

Child's Name _____ Class _____ Child's Signature _____

Parent's Signature _____ Date: _____

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 16K309 **School Name:** The George E. Wibecan Preparatory Academy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: X Improvement Year 1 Restructuring Year 1	Improvement Year 2 Restructuring Year 2	Corrective Action Year 1 Restructuring Advanced	Corrective Action Year 2
Category:	Basic	Focused	X Comprehensive
Intervention:	X School Quality Review (SQR) Joint Intervention Team visit (JIT)	External School Curriculum Audit (ESCA) Not Required for 2011-2012	

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

ELA: All Hispanic and Economically Disadvantaged (Grades 3-5)

Our findings of the specific academic issues that caused our school to be identified include:

Among students belonging to the two sub-groups mentioned above, we have identified that some of them:

- possess limited stamina for reading and writing
- have difficulty understanding what is read (reading comprehension)
- have difficulty making inferences
- have a limited vocabulary, particularly in terms of academic language
- have limited access to examples of people leading "readerly" and "writerly" lives

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The interventions that will be implemented to support improved achievement in ELA for all Hispanic and Economically Disadvantaged students in Grades 3-5 include:

* A focus, in all grades, on the language strand of the CCLS to address vocabulary deficiencies.

* Students in all grades who are Hispanic and Economically Disadvantaged are the focus of grade-level inquiry work. Grade level teams have planned three review periods to analyze student work. Work samples analyzed will include CCLS-aligned literacy tasks in reading and writing, ACUITY ITA results, Predictive results, Practice ELA data and reading response notebooks. Samples from the two sub-groups identified above will be compared to whole school samples to identify gaps and inform how to change instructional practices. In addition, grade level teams will meet at least twice a month to look at student work connected to reading and writing and to plan lessons and units of study. Each grade level team works to revise and improve upon curriculum maps, crafting individual lessons, and sharing resources and best practices to use in our classrooms. Grade teams will

collaborate to plan the Unit of Study and rigorous CCLS-aligned performance tasks that will be embedded within the Non-Fiction unit of study.

* The Academic Intervention Team (A.I.S.) Team is trained in the use of the Wilson Language Program for students in Grades 3, 4, and 5, and the Wilson Foundations Language Program for students in Grades K, 1, and 2. Note: The Wilson Foundations Language Program will be used for students across all grades, as deemed necessary. The A.I.S. Team will provide targeted instruction to struggling students. The efficacy of the targeted instruction and student progress monitoring will occur in six-week cycles. Beginning in October 2011, students who scored a Level 2 on the 2011 ELA exam will be identified by our AIS committee as candidates for AIS services and receive services for six weeks. Student progress will be assessed and the students eligible for AIS will be reviewed and revised. Those students who still need AIS services will continue to receive it based on results from periodic assessments, running records, and teacher evaluations. New students in need of AIS services will be identified. These cycles will continue throughout the school year. Additionally, beginning in November, students whose reading levels lie within the Level 2 range will be targeted by grade level inquiry teams for inquiry work based on their needs in the area of ELA.

* Mandated 37.5 Minutes of Targeted Instruction. The New York State CARS and STARS programs, both published by Curriculum Associates and a set of test sophistication materials, will be used with students in first through fifth grades three out of four days during the 37.5 minute Early Bird Intervention Program. In addition to CARS and STARS, during the 37.5 minute Early Bird Intervention Program, salaried Literacy Specialist Margaret Valerio and select teacher grade leaders will demonstrate test-prep specific mini lessons during the 37.5 minute Early Bird Intervention Program. These teachers will also make their classrooms available as lab sites.

* Our Parent Coordinator, while partnering with Literacy Specialist Margaret Valerio and a Spanish-speaking member of the A.I.S. Team, will lead workshops targeted specifically to parents and families of Hispanic and Latino students and students who are Economically Disadvantaged. These workshops will be designed to support the parents and families of Hispanic and Latino students and those who are Economically Disadvantaged to help their children at home.

* Starting this year, students and their families will receive reports on their progress in literacy at six-week intervals throughout the school year.

* Spanish classroom libraries will be purchased to supplement the libraries in our classrooms.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The 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.

The 10% of our Title I funds that are to be used for professional development are being used to finance our contract with the Teachers College Reading and Writing Program ("TCRWP"). As a TCRWP Project School, our school benefits from two TC Staff Developers, Sarah Picard Taylor and Alexandra Roman, who will visit our school to support Unit of Study planning, model components of balanced literacy instruction with a focus on the reading and writing workshops, and create lab sites

in our school. Our teachers will visit Teachers College for unit-related professional development sessions. We will use AssessmentPro (TCRWPs progress reporting and tracking tool). The Principal and Assistant Principal will participate in learning groups. Sarah Picard Taylor and Alexandra Roman will also help our teachers prepare all students for two literacy tasks that ask them to read and analyze informational texts and write opinions and arguments in response. We will focus our professional development on the explicit teaching of skills and strategies in all reading and writing workshops. We will conduct a total of nine complete cycles of professional development with our Project Staff Developers. TC assessments, ACUITY results, and data from Predictives and ITAs will be used throughout the year to craft explicit teaching points for lessons and used to form guided reading and strategy groups. Data will be used to make sure that all students are matched to appropriate texts based on their individual reading level, as well as to promote achievement on grade level CCS-aligned tasks and the 2012 NYS ELA.

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

All teachers who work with Hispanic and Economically Disadvantaged students in the area of ELA will benefit from feedback from the Principal and the Assistant Principal, as well as our TC staff developers, that will carefully monitor change in classroom practice. Additionally, all teachers will receive ongoing PD and support that focuses on how to use data to drive instruction.

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 be notified about the school's identification for school improvement both in writing -- a letter dated January 13, 2012 will be sent to the homes of all families -- and verbally in a meeting of the P.T.A. scheduled for January 25, 2012.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jose Ruiz	District 16	Borough Brooklyn	School Number 309
School Name TheGeorge E. Wibecan Preparatory Academy			

B. Language Allocation Policy Team Composition

Principal Emily E. Zucal	Assistant Principal Nicole Perry
Coach type here	Coach type here
ESL Teacher Shirley MacLellan-Bennicke	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator A. Aponte
Related Service Provider M. Leibowitz	Other type here
Network Leader Marqarita Nell	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	365	Total Number of ELLs	21	ELLs as share of total student population (%)	5.75%
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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. 

Paste response to questions 1-6 here

Language backgrounds of our ELLs represented in our school are notably Spanish (15), French (1), Pashto (2), and Bengali (3). The ESL Teacher/Coordinator, Shirley MacLellan-Bennicke, Certification Area: English/French To Speakers of Other Languages (completed requirements for the Professional in 2006) is responsible for and conducts the informal oral interview in English and in the native language (see full description below) and administers the Home Language Identification Survey (HLIS) where the ESL teacher meets with the parents and the parent fills out the HLIS in his or her native language. The ESL Teacher administers the Language Assessment Battery-Revised (LAB-R), the formal initial assessment, based upon the results of the parent's responses. The student is not Limited English proficient (LEP) if the home language is English. If the home language is other than English or the student's language is other than English, an informal interview is conducted in the Native Language and English. If the student speaks a language other than English and student speaks little or no English, the ESL Teacher administers the initial Assessment, the Language Assessment Battery-Revised (LAB-R). If the student scores at the beginner, intermediate or advanced level, the student is placed in the appropriate program within ten days. At P S 309, the only program is English as a Second Language (ESL). For the student who scores at the beginner, intermediate or advanced level, an annual assessment, the New York State English as a Second Language Achievement Test (NYSESLAT), is administered by the ESL Teacher (the ESL Teacher orders the NYSESLAT and in the spring of each year when the NYSESLAT is administered, Ms. Henry, speech Teacher, and Ms. Leibowitz, IEP Teacher, help administer the assessment if the need arises. Letters are sent home notifying the parents of the testing dates and the Principal puts the dates in the day book to notify the teachers). If the student scores at the proficient level on the NYSESLAT, student is not LEP and enters the general education program. Should the student score at the beginner, intermediate or advanced level, student is LEP and has continued services. For Spanish native speaking students, a Spanish LAB is administered to determine the dominant language. Ms. Abreu, administers the Spanish LAB in the presence of the ESL Teacher who administers the scoring.

As mentioned earlier, the initial identification of those students at the time of the pupil's enrollment in the New York State public school system for the first time or at the time of a pupil's reentry into the New York State public school system who may possibly be Limited English proficient (LEP) is done by the ESL Teacher who administers the Home Language Identification Survey (HLIS) (in the parents' home language) which includes the informal oral interview in English or in the native language (an interpreter, usually a parent or teacher in the school or otherwise a translator will be used, if required), and the formal initial assessment, the LAB-R. The ESL Teacher reviews the Home Language Identification Survey (HLIS). Students that speak another language other than English in the home are eligible for the English Proficiency Test called the Language Assessment Battery Exam (LAB-R) administered by the Licensed ESL Teacher. Students are screened to determine whether they are possible English Language Learners. Once identified as an ELL - student scores at the Beginner, Intermediate, or Advanced level (the ELL Identification Process must be completed within ten school days of initial enrollment as per CR Part 154), parents will be notified in writing, Parent Entitlement letters are sent home either in the student's book bag or by mail, and parents are invited to a Parent Orientation Session. At the meeting, parents will view an orientation video in their home language informing them of the three instructional programs available for ELLs. The ESL Teacher

gives a brief summary of the different program options available: the Transitional Bilingual Education Program, the Dual Language Program, and English as a Second Language (ESL) before showing the video (in their native language to ensure that parents understand the three program choices). Parents upon arrival will sign in and refreshments will be available before and after the session. In the Transitional Bilingual Education Program, students learn to speak, read, and write English within three years. The program begins with instruction that is 60% Academic and 40% English. The student's home language decreases as English increases. The student is taught in his/her home language until the student becomes proficient in English and can go into a monolingual classroom. In the Dual Language Program, students receive instruction in two languages: 50% in the home language and 50% in English. Students become proficient in the home language and English in a two-way ability to read and write in the two languages, and to study together in the home language and English. In the ESL program, students become proficient in English. All classes are taught in English, he/she enters into a monolingual classroom within three years. The ESL Teacher, S. MacLellan-Bennicke, will make sure that the parents understand the three program options that are available, that it is their choice, and should the parents want a program that is outside the district that is not at P.S. 309, ESL only at P.S. 309, they would be responsible for transporting the child to and from school, as well as the costs involved. Should this take place, the parents would be given the school numbers/telephone numbers of the nearest schools offering Dual or Transitional programs. The ESL teacher could call in advance to verify availability. All materials will be in the parents' native language to the extent possible. Parents will also be informed of the various support programs available for ELLs at P.S. 309. The parents will complete the Parent Survey and Program Selection Forms (which are sent home with the student usually four or five days in advance of the meeting) either at home, if not attending an Orientation Session, or after attending the Parent Orientation Session. Parents who do not attend the meeting and do not return the form will receive a telephone call or another form may be sent home. To ensure that Parent Survey and Program Selection forms are returned, the ESL teacher invites the parents to the next Orientation meeting, which will continue to the end of the year or several telephone calls home to meet with the parents. Forms, as well as entitlement letters, are stored in student's file. Copies are kept in the classroom. Entitlement letters are distributed to parents by mail or sent home with the child. When translation services are required, the Parent Coordinator or a teacher provides the services to communicate activities or consultations, for example, trips, IEP meetings, parent/teacher meetings, issues about attendance, behavior, test taking, to mention a few. Most parents speak broken English.

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

After reviewing the Parent Survey and Program Selection forms (see above for the distribution/collection/storing process of these forms) for the past few years, the trend in program choices that parents have been requesting is ESL with 100% of the services (push-in/pull-out) being rendered in English. The ESL Program offered at our school is aligned with parent requests, 53 in number.

ELLs are placed in the program parents select based on availability and parent preference. Parents are notified in writing (Placement Letter) of their child's placement. ELLs whose parents did not attend the Parent Orientation Session and did not select a program are placed, by default, in a Transitional Bilingual Education Program when there are a sufficient number of students to form a class. If not, they are placed in the ESL program, English as a Second Language, the only program offered at P.S. 309.

The ESL Teacher is responsible for ordering and implementing the NYSESLAT, a yearly assessment in the speaking, listening, reading, and writing modalities that is implemented in the spring. The 2011 NYSESLAT analysis indicates two students in grade kindergarten with one student at the advanced level, and one student at the proficient level in the speaking/listening modality; four students in grade one with one at the intermediate level, one at the advanced level, and two at the proficiency level; four students in Grade two with one student at the intermediate level, one student at the advanced level, and two students at the proficiency level; one student in grade three at the intermediate level; five students in grade four with three students at the advanced level, and two at the proficiency level. In the reading/writing modality the analysis indicates two students in grade kindergarten with one at the beginner level, and one at the advanced level; four students in grade one with three at the intermediate level, and one at the advanced level; four students in grade two all at the intermediate level; one student in grade three at the beginner level; five students in grade four, four students at the intermediate level, and one at the advanced level.

Students who are no longer ELLs (who score at the Proficiency level), indicated by the spring New York State English as a Second Language Achievement Test (NYSESLAT, which tests student's speaking, listening, reading, and writing ability) 2011, are entitled to two years of transitional services to help them succeed in an all English program. Parents will be notified whether their child is still entitled or not entitled to receive English as a Second Language services. Newly enrolled ELLs will be placed in the appropriate grade level programs. Students who do not score at the Proficiency level on the NYSESLAT (the ATS RNMR reports used to determine NYSESLAT eligibility) will be at the Beginner, Intermediate, or Advanced levels as determined by the students' scores.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In			2	8	6	6								22
Total	0	0	2	8	6	6	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	19	0	2	2	0	1	0	0	0	21

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	19	0	2	2	0	1	0	0	0	21
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	3	3		5								15
Chinese														0
Russian														0
Bengali	1	1			1									3
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1									2
TOTAL	4	2	4	4	2	5	0	0	0	0	0	0	0	21

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

PS 309 uses the TC workshop model for all students including ELLs. Using small ESL pull-out group sessions, one of eight students - Ungraded, grades K, 1, and 2, and one of eight students - Heterogeneous, grades 4 and 5, students read level appropriate books, are involved in accountable talk, reflect upon and write about what they have read and confer with their teacher daily. Mathematic strategies are also taught using the workshop model. Students are taught a skill and then have the opportunity to apply what they have learned in problem solving activities with their peers. Students share what they have learned with one another. Using the workshop model allows the opportunity to practice, apply, and extend student skills. The ESL Teacher supports the instruction of ELL students in grades 3-5 through the Literacy/Math lessons planned by the classroom teacher during the push-in periods made up of a group of seven students, two students-homogeneous, grade 4, and five students - heterogeneous, grade 5; and a group of four students-homogeneous, grade 3. Upcoming lessons and student work are discussed with classroom teachers during informal conversations throughout the school day. The Santillana Intensive English Activity materials as well as supplemental reading materials are also used to reinforce the concepts and vocabulary already practiced in the classroom. Technology materials used to support instruction are Award Reading.

P.S. 309 ESL Program for the school year 2011-2012 includes two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English Language Arts and English as a Second Language. The content area instructional component is delivered through instruction in English and ESL methodologies. The ESL Teacher will push-in and pull-out a certain number of students (see above) to receive ESL instruction to students at Beginning and Intermediate levels for at least two units per day (120 minutes), six units per week for a total of 360 minutes, and Advanced levels for one unit per day (60 minutes), three units per week for a total of 180 minutes. In order to reach them effectively and productively, the ESL Teacher will employ and continuously provide the students with ESL methodology and work with the students according to their levels and grade strand during parts of the period each day. The workshop model will be implemented to students during their time with the ESL Teacher to give them a sense of uniformity in the school, a pattern in which they will be comfortable with (using same format as their regular classroom teacher). The instructional goal for all entitled English Language Learners at Public School 309 is to continuously develop and increase their learning stages, while at the same time providing them with the necessary content area instruction and preserving the students' cultural heritage.

Students in ESL receive all instruction in English using ESL methodologies for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores. At P.S. 309 there are two organizational models at the

A. Programming and Scheduling Information

elementary level: a push-in model and a pull-out model. In the push-in model the ESL teacher works with ELLs/ELL-SWDs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. In the pull-out model ELLs/ELL-SWDs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. The ESL Teacher collaborates with the general education teacher to ensure curricular alignment.

After a review of math data, this indicates while ELLs/ELL-SWDs show growth in Math, we want to continue to develop their strengths during the Early Bird Program. The findings of a comprehensive needs assessment resulted in the identification of several priorities in order to improve the quality of student performance. Implementation of the strategies will address a large number of ELL/ELL-SWDs students lacking in the basic skills in both reading and mathematics; improve instruction within the listening, speaking, reading, and writing modalities; increase their opportunities for inclusion into the mainstream education program with proficiency.

The organization of the staff ensures that the mandated number of instructional minutes for all ELLs at P.S. 309 is provided according to proficiency levels in the ESL program. Grades K, 1 and 2 have 360 minutes of ESL on Monday, Tuesday and Wednesday for two periods each day of 60 minutes each in the afternoon. Grades 4 and 5 have the first three periods on Monday, Tuesday, and Wednesday totaling 360 minutes- Reading Workshop/Writing Workshop/Math-one student has 180 minutes of ELA/ESL. Grade three has 360 minutes Thursday and Friday, four periods each day- Reading Workshop/Writing Workshop/Math. Grade 2 has Thursday and Friday for a push in period-Science/Social Studies- each day in the afternoon. The remainder of the Grade 2's 360 minutes are with Grades K and 1. Periods are 50-60 minutes each. ESL, ELA, and NLA (NLA-strategic homogeneous linguistic grouping, bilingual dictionaries, materials in the native language, explanations by staff who speak the language) instruction includes literature and content-based instruction that is aligned to the New York State learning standards. Teachers' College Reading and Writing Workshops are used in the ESL Program as well as Everyday Math (see above). Some methods used are sheltered English and scaffolding strategies - modeling, bridging, contextualization, schema building, text re-presentation and metacognition - these scaffolding activities promote the use of language in meaningful ways- and others that come up over the course of the year. Differentiated instruction for ELL subgroups/ELL-SWDs included (beginners, less than three years (newcomers): consists of semantic webs - a way to collect and organize information, for example, what we already know about a subject; say it again - a listening activity that provides practice in pronunciation, stress, and intonation; picture sequencing - a set of

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	tutoring, Saturday programs, and/or summer programs (budget permitting). Instructional plan includes differentiation according to the needs and strengths of the student based on the student performance data on multiple assessments.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

speaking. Do not include:

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

ELLs are divided into subgroups by number: 19 newcomers (ELLs receiving service 0-3 years) with two in Special Education; two ELLs receiving service 4-6 years, one is in Special Education; and there are no long term ELLs (completed 6 years). In the ELL subgroup (0-3 years) there are 19 ELLs in all, zero SIFE, and two in Special Education; in the 4-6 year ELL subgroup there are two ELLs in all, one in Special Education.

Four ELLs are in Kindergarten, three at the beginning level, and one at the advanced level; two are in Grade 1, one at the beginning level, and one at the advanced level; four are in Grade 2, three at the intermediate level, and one at the advanced level; four are in Grade 3, all at the intermediate level; two are in Grade four, both at the beginning level; five are in Grade 5, four at the intermediate level, and one at the advanced level with Spanish as the dominant language among the vast majority. Of the 21 ELLs, four need additional support in all the modalities. Seventeen ELLs at the beginning and intermediate levels have 360 minutes of ESL instruction per week, while four ELLs at the advanced level have 180 minutes of ESL and 180 minutes of ELA instruction per week.

Performance data in Math (2011) indicate two ELL students in Grade 3 at level three and level two; six ELL students in Grade 4 with two at level three, two at level two, and two at level one. Performance data in the ELA (2011) indicate one ELL in Grade 3 at level two; five in Grade 4, one at level three, two at level two, and two at level one. Performance data in Science (2011) indicate two Grade 4 ELL students at level three, three at level two, and one at level one. ELLs who reach proficiency on the NYSESLAT are transitional students for two years. They are given dictionaries, glossaries, ESL test accommodations - time and a half, and are pulled-out in small groups for testing. The ESL Teacher provides staff support to assist ELLs who have reached proficiency on the NYSESLAT, as they transition from one grade level to another by providing bilingual dictionaries, bilingual glossaries, cognates (Spanish), signal words and phrases, suggested list of mathematical language, social studies academic language, and supporting ESL students in learning the language of mathematics. Supplemental programs (English only) for ELLs are AIS, After School and Early Bird. To help ELLs' performance on standardized tests, two full time AIS teachers do pull-out work. The IEP Teacher also works with at-risk students in small groups (pull-out). Cluster teachers push-in for Small Group Push-In support at least three times a week in Grades 3-5 during reading workshop. These preventative programs target level 1 and 2 students most in need.

ELL students less than three years receive differentiated instruction in language development, phonics, vocabulary development, and technology (see above). Students in years 4-6 use academic language within the curriculum. The curriculum focuses on literacy through the content area. Students are exposed to the Award Reading Language Development program technology. Students are exposed to the four language modalities of listening, speaking, reading and writing. The Writer's Writing Process is a major component. Students use writing strategies to complete research projects and prepare reading summaries. The school provides Early Bird, Award Reading, and additional academic interventions, as well as After School (budget permitting). Instructional strategies for ELLs less than three years (beginners, newcomers) are: count the number of syllables in a word, blend spoken sounds to form words, identify and produce letter-sound correspondences, decode grade level words, sight-read automatically grade-level words, answer simple question words, to name a few. For ELLs in years 4-6 (two students of which one student has an IEP) the school provides the development of individualized intervention plans (for those with disabilities) also reading and writing workshop models that include a mini-lesson in each, independent work/conferencing, word work, language development; mathematics workshop model that includes a mini lesson, computation practice, independent and/or small group work, sharing; content area instruction (science). The school also provides the usage of software, peer tutoring for newcomers, as well as orientation and summer school opportunities for newly enrolled ELL students. For alternative

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Through our school's participation in the Teacher's College Reading and Writing Project, we receive three days of professional development from a TCRWP ELL specialist. The ELL specialist meets with bands of lower and upper grade teachers to share with them strategies for supporting the ELL students in their classrooms. Additionally, we send select teachers to day-long workshops at Teacher's College that are dedicated to meeting the needs of ELL students. Teachers who attend off site professional development workshops are responsible for turn-keying information learned for the benefit of their colleagues at faculty conferences here at school.

Professional development workshops at our school will be conducted throughout the course of the academic year by the Literacy Coach, Math Coach, and Part-Time Literacy Curriculum Consultant. Teachers will develop instructional strategies to use when working with English Language Learners. Topics may include: Identification of ELLs, Increasing Parental Involvement of the ELL student, Scaffolding, and Language Acquisition. A minimum of 7.5 hours of ELL training for all staff is required, and is maintained by an attendance sheet (for teachers who train at the school) and kept on record in the teachers' files in the school. Topics may include differentiation, student-directed activities, such as modeling, bridging, contextualization, schema building, text re-presentation, metacognition - these scaffolding activities promote the use of language in meaningful ways – and others that come up over the course of the year.

Mandated professional development and faculty conferences take place twice a month for 45 minutes on Mondays during lunch period. Workshops begin at 11:15 and end at 12:00 during the first lunch period, and begin at 12:10 and end at 12:55 during the second lunch period. This represents a total of 90 minutes of professional development each month.

The intensive professional development for teachers will increase their level of understanding of the implementation of rigorous strategies to meet the needs of the growing ELL population. Professional staff development give them the first-hand knowledge of ESL methodology and will continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff receives staff development that incorporates scaffolds that are beneficial to use when instructing ELL students. Professional development focuses on second language acquisition, NYS standards for ESL, and ESL strategies for classroom teachers, as mentioned above..

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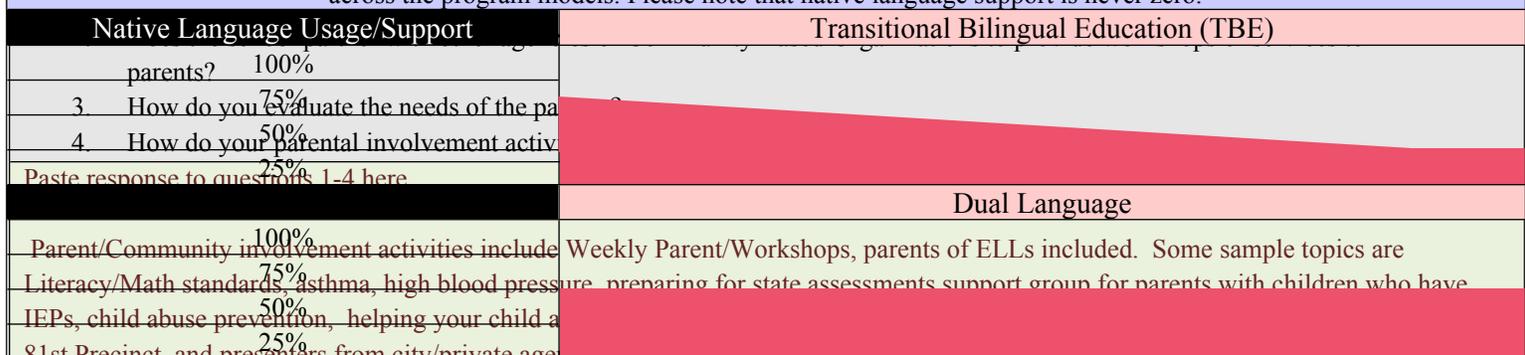
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Native Language Usage and Supports

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



E. Parental Involvement

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

Paste response to questions 1-4 here

Parent/Community involvement activities include Weekly Parent/Workshops, parents of ELLs included. Some sample topics are Literacy/Math standards, asthma, high blood pressure, preparing for state assessments, support group for parents with children who have IEPs, child abuse prevention, helping your child at home, literacy instruction (health, crafts, and academic), guest presentations from the 81st Precinct, and presenters from city/private agencies.

As previously mentioned (see Part II), the ESL Teacher conducts Parent Orientations in September for newly enrolled ELL students and throughout the year as the need arises. Our fully functioning PTA focuses on academic, social, and emotional issues. The SLT consists of fifty percent parents and meets twice a month to focus on curriculum and instruction. Parental involvement activities of ELLs may include trips to the museum, theater, farm, etc. planned by the classroom teacher and/or ESL Teacher in collaboration with classroom teachers, and outside support organizations. Translation services are provided by staff members, and/or parents who speak the parent's native language.

This is not always the case, but most parents speak broken English and/or one of the parents speaks English. Parents who do not speak English must have a translator. This is the greatest need. Teachers must be able to communicate to the parent the results of their child's assessments, be able to explain what the next steps are in order to improve the scores, what the parent must do to help the child - most parents' English is so broken that it would be very difficult for the child to receive quality instruction at home. To improve the situation, the ESL Teacher highly recommends that non-English speaking parents of ELLs take English as a Second Language.

The Parent Coordinator meets with the parents and families of ELLs and translates for the Spanish parents. The Parent Coordinator provides a tour of the school, describes the school's day-to-day functions and schedules, discusses school policy, and inquires about topics and issues of concern which could be related to themselves or their child/children. This feedback allows the Parent Coordinator to reach out to the necessary support staff at the school to help her design and plan upcoming workshops. Some of the workshops are topics ranging from health and nutrition, to parenting skills, and ways on how parents can support instruction at home. The Parent Coordinator also provides resources to parents based on the parents' needs.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

ELLs are divided into subgroups by number: 19 newcomers (ELLs receiving service 0-3 years) with two in Special Education; two ELLs receiving service 4-6 years, one is in Special Education; and there are no long term ELLs (completed 6 years). In the ELL subgroup (0-3 years) there are 19 ELLs in all, zero SIFE, and two in Special Education; in the 4-6 year ELL subgroup there are two ELLs in all, one in Special Education.

Four ELLs are in Kindergarten, three at the beginning level, and one at the advanced level; two are in Grade 1, one at the beginning level, and one at the advanced level; four are in Grade 2, three at the intermediate level, and one at the advanced level; four are in Grade 3, all at the intermediate level; two are in Grade four, both at the beginning level; five are in Grade 5, four at the intermediate level, and one at the advanced level with Spanish as the dominant language among the vast majority. Of the 21 ELLs, four need additional support in all the modalities. Seventeen ELLs at the beginning and intermediate levels have 360 minutes of ESL instruction per week, while four ELLs at the advanced level have 180 minutes of ESL and 180 minutes of ELA instruction per week.

Performance data in Math (2011) indicate two ELL students in Grade 3 at level three and level two; six ELL students in Grade 4 with two at level three, two at level two, and two at level one. Performance data in the ELA (2011) indicate one ELL in Grade 3 at level two; five in Grade 4, one at level three, two at level two, and two at level one. Performance data in Science (2011) indicate two Grade 4 ELL students at level three, three at level two, and one at level one. ELLs who reach proficiency on the NYSESLAT are transitional students for two years. They are given dictionaries, glossaries, ESL test accommodations - time and a half, and are pulled-out in small groups for testing. The ESL Teacher provides staff support to assist ELLs who have reached proficiency on the NYSESLAT, as they transition from one grade level to another by providing bilingual dictionaries, bilingual glossaries, cognates (Spanish), signal words and phrases, suggested list of mathematical language, social studies academic language, and supporting ESL students in learning the language of mathematics. Supplemental programs (English only) for ELLs are AIS, After School and Early Bird. To help ELLs' performance on standardized tests, two full time AIS teachers do pull-out work. The IEP Teacher also works with at-risk students in small groups (pull-out). Cluster teachers push-in for Small Group Push-In support at least three times a week in Grades 3-5 during reading workshop. These preventative programs target level 1 and 2 students most in need.

ELL students less than three years receive differentiated instruction in language development, phonics, vocabulary development, and technology (see above). Students in years 4-6 use academic language within the curriculum. The curriculum focuses on literacy through the content area. Students are exposed to the Award Reading Language Development program technology. Students are exposed to the four language modalities of listening, speaking, reading and writing. The Writer's Writing Process is a major component. Students use writing strategies to complete research projects and prepare reading summaries. The school provides Early Bird, Award Reading, and additional academic interventions, as well as After School (budget permitting). Instructional strategies for ELLs less than three years (beginners, newcomers) are: count the number of syllables in a word, blend spoken sounds to form words, identify and produce letter-sound correspondences, decode grade level words, sight-read automatically grade-level words, answer simple question words, to name a few. For ELLs in years 4-6 (two students of which one student has an IEP) the school provides the development of individualized intervention plans (for those with disabilities) also reading and writing workshop models that include a mini-lesson in each, independent work/confering, word work, language development; mathematics workshop model that includes a mini lesson, computation practice, independent and/or small group work, sharing; content area instruction (science). The school also provides the usage of software, peer tutoring for newcomers, as well as orientation and summer school opportunities for newly enrolled ELL students. For alternative placement in Special Education, the school provides Paraprofessionals (one para who supports one grade K ELL Special Ed. student), peer

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Through our school's participation in the Teacher's College Reading and Writing Project, we receive three days of professional development from a TCRWP ELL specialist. The ELL specialist meets with bands of lower and upper grade teachers to share with them strategies for supporting the ELL students in their classrooms. Additionally, we send select teachers to day-long workshops at Teacher's College that are dedicated to meeting the needs of ELL students. Teachers who attend off site professional development workshops are responsible for turn-keying information learned for the benefit of their colleagues at faculty conferences here at school.

Professional development workshops at our school will be conducted throughout the course of the academic year by the Literacy Coach, Math Coach, and Part-Time Literacy Curriculum Consultant. Teachers will develop instructional strategies to use when working with English Language Learners. Topics may include: Identification of ELLs, Increasing Parental Involvement of the ELL student, Scaffolding, and Language Acquisition. A minimum of 7.5 hours of ELL training for all staff is required, and is maintained by an attendance sheet (for teachers who train at the school) and kept on record in the teachers' files in the school. Topics may include differentiation, student-directed activities, such as modeling, bridging, contextualization, schema building, text re-presentation, metacognition - these scaffolding activities promote the use of language in meaningful ways – and others that come up over the course of the year.

Mandated professional development and faculty conferences take place twice a month for 45 minutes on Mondays during lunch period. Workshops begin at 11:15 and end at 12:00 during the first lunch period, and begin at 12:10 and end at 12:55 during the second lunch period. This represents a total of 90 minutes of professional development each month.

The intensive professional development for teachers will increase their level of understanding of the implementation of rigorous strategies to meet the needs of the growing ELL population. Professional staff development give them the first-hand knowledge of ESL methodology and will continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff receives staff development that incorporates scaffolds that are beneficial to use when instructing ELL students. Professional development focuses on second language acquisition, NYS standards for ESL, and ESL strategies for classroom teachers, as mentioned above..

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E. Parental Involvement

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

Paste response to questions 1-4 here

Parent/Community involvement activities include Weekly Parent/Workshops, parents of ELLs included. Some sample topics are Literacy/Math standards, asthma, high blood pressure, preparing for state assessments, support group for parents with children who have IEPs, child abuse prevention, helping your child at home, literacy instruction (health, crafts, and academic), guest presentations from the 81st Precinct, and presenters from city/private agencies.

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As previously mentioned (see Part II), the ESL Teacher conducts Parent Orientations in September for newly enrolled ELL students and throughout the year as the need arises. Our fully functioning PTA focuses on academic, social, and emotional issues. The SLT consists of fifty percent parents and meets twice a month to focus on curriculum and instruction. Parental involvement activities of ELLs may include trips to the museum, theater, farm, etc. planned by the classroom teacher and/or ESL Teacher in collaboration with classroom teachers, and outside support organizations. Translation services are provided by staff members, and/or parents who speak the parent's native language.

This is not always the case, but most parents speak broken English and/or one of the parents speaks English. Parents who do not speak English must have a translator. This is the greatest need. Teachers must be able to communicate to the parent the results of their child's assessments, be able to explain what the next steps are in order to improve the scores, what the parent must do to help the child - most parents' English is so broken that it would be very difficult for the child to receive quality instruction at home. To improve the situation, the ESL Teacher highly recommends that non-English speaking parents of ELLs take English as a Second Language.

The Parent Coordinator meets with the parents and families of ELLs and translates for the Spanish parents. The Parent Coordinator provides a tour of the school, describes the school's day-to-day functions and schedules, discusses school policy, and inquires about topics and issues of concern which could be related to themselves or their child/children. This feedback allows the Parent Coordinator to reach out to the necessary support staff at the school to help her design and plan upcoming workshops. Some of the workshops are topics ranging from health and nutrition, to parenting skills, and ways on how parents can support instruction at home. The Parent Coordinator also provides resources to parents based on the parents' needs.

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)	4			2										6
Intermediate(I)		3	4		4									11
Advanced (A)	2	1			1									4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	6	4	4	2	5	0	0	0	0	0	0	0	0	21

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

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

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

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

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

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

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

- 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?

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: The George E. Wibecan Preparat

School DBN: 16K309

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **16K309** School Name: **The George E. Wibecan Preparatory**

Cluster: **6** Network: **3**

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.

Based on the Home Language Report data there are four major languages: English, Spanish, Bengali, and French. Translation services are needed for written and oral communication with school families. This includes translation of parent/teacher conversations, newsletters, and at workshops. ATS Reports can also help to determine the translation and oral interpretation needs of parents in our school. These services are available to all parents who require them, not just to parents of ELLs.

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.

There are forty-two parents (mothers, fathers, guardians) who speak Spanish, French, Bangali, and Pashto. Our major findings indicate that most parents, not all, some speak broken English, need written translation and oral interpretation to strengthen the parent and school partnership and to build a bridge of communication. These findings were shared with the school community through workshops and/or PTA meetings.

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.

Adult pedagogues and support personnel are utilized to provide translation services to parents. Letters, flyers, and newsletters are translated in Spanish by school staff. The school administration is responsible for ascertaining that the services provided are at a written level which represents a level of language that is objective and accurate. Parent volunteers translate for our Bengali families.

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.

Oral interpretation services will be provided by adult pedagogues and support staff in the area of Spanish and/or French. Parent volunteers translate for our Bengali families. The school administration is responsible for ascertaining that the services provided are at an oral level which represents a level of language that is objective and accurate.

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 translation information signs are posted in the lobby of our school. Budget funds have been allocated to support translation services in our school.