



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: WAVERLY SCHOOL OF THE ARTS

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

PRINCIPAL: BEVERLY LOGAN

EMAIL: BLOGAN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

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

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

Further refine teaching practices and tasks so that students, particularly high achievers, are appropriately challenged in learning activities to extend their thinking (Quality Review 2011-12, pg.4)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, there will be an improvement in teacher effectiveness due to the strategic development of a shared understanding of teacher excellence including the cognitive engagement of high achievers as measured by an increase of "Effective" ratings in Danielson instructional competencies, (1e,2b,3b,3c, and 3d) in ARIS (Talent Management section).

Instructional strategies/activities

Key Staff: School Administrators, Teachers, Teacher Center Specialist, Talent Coach, CITE, Network, Teacher Team

Timeline: September 2012- June 2013

- The Principal and Assistant Principals will conduct a minimum of 6 informal and formal observations for each teacher focusing on the following (7) competencies-Designing Coherent Instruction, Establishing a Culture for Learning, Managing Student Behavior, Using Questioning and Discussion, Engaging Students in Learning, Using Assessments in Instruction and Growing and Developing as a Professional.
- Each teacher will co-create a professional growth plan with a member of the school administration to assess their individual effectiveness with a baseline, mid-year and end of year feedback conference.
- The Principal and Assistant Principals will engage in short frequent cycles of classroom observation and timely feedback using the Danielson rubric that articulates clear expectations for teacher practice.
The feedback cycle and rubric will enable the Principal and Assistant Principals to provide actionable next steps for teachers to employ in order to increase the effectiveness of their practice.
- The Teacher Effectiveness Pilot program will support professional development for both teachers and administrators in the area of improving teacher practice.
- Teachers will create individual goals and self-monitor their progress by adhering to feedback and accessing ARIS Learn resources as well as other professional learning resources.
- Teachers will participate in after school professional development activities to improve their questioning and discussion and how they use assessment in instruction
- Teacher teams will meet bi-monthly from October-June to work with the teacher center specialist and team leaders on improving teacher practice.
- CITE will provide workshops from March –May on Classroom Management to teachers who are struggling in competency 2d.
- In eight week cycles, school leaders will review teacher development data in ARIS to guide their planning. (supported by P/F allocation)

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:
 funding__TEP_____

Service and program coordination

-Priority/Focus funding will be used to pay per session for teacher teams to meet bi-monthly from October-June to work with our teacher center specialist and team leaders on improving teacher practice. (6 teacher teams, 5-7 teachers per team, 5 sessions, 2hrs per session)

-Priority/Focus funds provided from the Teacher Effectiveness Pilot program will be used to support professional development for both teachers and administrators in the area of improving teacher practice.

-Title I/SWP Set Aside Funds will also be used to bring in Consultants for the June Professional Development Day to train teachers on working with students with special needs in a general education setting, CITE will provide workshops from March –May on Classroom Management to teachers who are struggling in competency 2d. (2 Classroom management workshops for staff 1.5 hrs each, 10hrs of support for 2 teachers)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Develop greater consistency across all classrooms by aligning curricula and creating rigorous academic tasks that supports critical thinking for all students and are aligned to the Common Core Learning Standards (Quality Review (2011-2012, pg.5)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By May 2013, the school community will continue to deepen and broaden work around the CCLS in literacy and math. All students will engage in challenging assignments designed to accelerate their learning, deepen conceptual understandings, strengthen their ability to navigate increasingly complex texts; as well as ground their reading, writing, and speaking in textual evidence through the use of textbooks and technology.

Instructional strategies/activities

Key Staff- School Administrators, Teachers, Teacher- Center Specialist, Team Leaders, Network

Timeline: September 2012- June 2013

- All students will be engaged in two literacy tasks strategically aligned to selected CCLS(both mandated by the CIE as well as those determined as areas in need by state exams, periodic assessment and classroom data)
- All students will engage in 2 math tasks strategically aligned to selected CCLS (as per CIE and school-based needs) and are embedded within units of study that require fluency, application, and conceptual understanding.
- Through common planning time teachers will look at student work, modifying units of study to meet the needs of all learners, as well as gaining expertise in teaching to complex texts. (E.g. scripting text-dependent questions that facilitate understanding and build stamina).
- School leaders will conduct informal observations during the implementation of the common core aligned tasks.
- Success Maker, a software program that provides personalized paths for mastery in essential reading and math concepts will be implemented with third grade students.
- Imagine Learning, a software program designed for at-risk students in the areas of phonics and reading will be implemented to at-risk students in first grade.
- Mind Research, a software program that provides personalized paths for remediation and mastery in essential math skills will be implemented with fourth and fifth grade students.
- Computer hardware will be purchase to support the implementation of Success Maker, Imagine Learning and Mind Research. This will be used as a supplemental support for the students.
- Professional development will be given to teachers to support them with the implementation of the new software programs (Success Maker, Imagine Learning, and Mind Research).
- Supplement the existing math program to ensure that students are exposed to Common Core Learning Standards

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

-Priority/Focus funding will be used for per-session for teachers to plan/ modify units of studies as well as to study student work to determine gaps in the curriculum, subsequently plan next steps to address these gaps, to improve methods of formatively and summatively assessing student work, including interim assessments and checks for understanding. (6 teacher teams, 5 sessions, 5-7 teachers on each team, 1.5 per session)

-Priority/Focus funding will be used for per-session for Teacher Teams to meet bi-monthly to update curriculum maps in core subject areas, and study student work to fill in gaps acknowledged in the curriculum maps. (6 teacher teams, 5-7 teachers per team, 5 sessions, 2hrs per session)

-Priority-Focus funding used to purchase software (Imagine Learning, Success Maker, Mind Research) to be implemented with students.

- Priority/Focus funding will be used for per diem to provide professional development for teachers participating in the implementation of the software programs. (To cover 15 teachers @ 167 per day)

-Focus/Priority funds will be used to provide professional development given by the software company.

-Focus/Priority funds will be used to purchase hardware from Apple and B & H Foto needed to implement the software programs.

-Focus/Priority funds will be used to supplement the existing Math program to help align it to the Common Core Learning Standards.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Develop greater consistency across all classrooms aligning curricula and creating rigorous academic tasks that supports critical thinking for all students and are aligned to Common Core Learning Standards. (Quality Review 2011-12 pg.5)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

-By June 2013, 90% of teachers will be involved in teacher teams using a collaborative inquiry model to analyze data, student work and adapt or modify units.

Instructional strategies/activities

Key Staff: School Administrators, Teachers, Teacher- Center Specialist, Team Leaders, Network, Teacher Team

Timeline: September 2012- June 2013

- Teachers will be assigned to a teacher team.
- Teacher teams will decide its inquiry focus based on Beginning Of Year (BOY) benchmarks and trends in data consistently noted over the past few years.
- Teacher teams will reflect on the inquiry cycle and share effective strategies with one another in June 2013.
- Teacher teams will work after school in monthly inquiry teams, engaging in the sharing of best practices.
- Teacher teams will participate in various professional development activities such as designing coherent instruction, doing gap analysis of student work, and elevating questioning and discussion.
- The teacher center specialist will provide professional development from October through June on specific teacher competencies and school/city initiatives.
- After School Programs for at- risk students and high achievers, will run from January through April focused on literacy and math skills identified in the teacher team data meetings.
- Supplemental learning materials in literacy and math from Benchmark Edition and Continental Press will be used to support instructional areas identified in the teacher team data meetings.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Focus/Priority funding will be used to pay teachers per session to work after school in monthly inquiry teams, engage in the sharing best practices
- Focus/Priority funding will be used to pay teachers per session to participate in various professional development activities such as designing coherent instruction, doing gap analysis of student work, and elevating questioning and discussion. (6 teacher teams, 5 sessions, 5-7 teachers on each team, 1.5 per session)
- Focus/Priority funding will be used for teacher per-session for afterschool instruction (academic intervention) from January through April.(5 programs X180hrsX50 per hour)
- Focus/Priority funding will be used to purchase CCLS aligned literacy and math materials from Benchmark Edition and Continental Press.
- Focus/Priority funding will be used to purchase universal supplies from Staples needed to support the Common Core Aligned tasks.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Build on the emerging social protocols within the school to ensure a school culture that result in increased outcomes for children. (Quality Review 2012, pg 5)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 5.2 Systems and partnerships	X	<input type="checkbox"/> 5.4 Safety
<input type="checkbox"/> 5.3 Vision for social and emotional developmental health		<input type="checkbox"/> 5.5 Use of data and student needs

Annual Goal #4

-By June 2013, there will be a positive increase in the responses of the Safety section to the Learning Environment Survey by both parents and staff

Instructional strategies/activities

Key Staff: School Administrators, teachers, Team leaders, Dean, Network, Parent Coordinator, Parents/Families

Timeline: September 2012- June 2013

- In November 2012, create the student council with the executive leaders comprised of elected fifth grade students and representatives from each grade.
- Provide training for staff, parents and students in Positive Behavior Intervention System (PBIS).
- Beginning March 2013, implement a school wide Positive Behavior Intervention System (PBIS) .
- The Dean will monitor monthly OORS reports to monitor incidents and to plan effective assemblies, workshops.
- CITE consultants will provide parent workshops. These workshop topics will cover how to say no, providing boundaries for your child, homework help, etc.)
- Conduct assemblies for students on safety and bullying from both in-house staff and outside consultants.
- Guidance counselors and school social workers will provide intervention services (behavior modification plans, counseling sessions, lessons) to at-risk students and as preventive measures.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Focus/Priority funding will be used for CITE to provide parent workshops every Saturday from February through May.
- Tax levy funds will be used to support the PBIS initiative.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

Based on the 2011-12 Learning Environment Parent Survey, 13% of the parents disagreed with the statement, "The school contacts me to tell me about my child's achievement and successes" (p.5 the of Parent Communication section of the Learning Environment Survey).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

-By June 2013, parents will be engaged in open, meaningful dialogue in regards to their children's instruction, strengths and weaknesses as well as their social-emotional growth.

Strategies to increase parental involvement and engagement

Key Staff: School Administrators, Teachers, Team Leaders, Teacher-Center Specialist, Parent Coordinator, Parents/Families

Timeline: September 2012 – June 2013

- The creation of a school wide parent email distribution list will be established in order to facilitate dissemination of pertinent school information and events to an increased number of parents.
- A variety of on-campus parent workshops will be strategically designed and offered in order to increase parent and family engagement.
- The Parent Coordinator, family workers and other school staff will assist in creating a needs survey in order to gauge common needs among parents.
- Teachers will design and present workshops which focus on the Common Core Learning Standards, new student assessments in literacy and math, as well as strategies parents can use at home to further their child's learning.
- Progress reports will be distributed 3 times per year.
- Parents will be encouraged to become leaders in the school via- Parents Association, School Leadership Team and Learning Leaders.
- Translation services will be provided when needed.
- "Meet the Teacher" will be held in October for teachers to introduce themselves to parents and explore the curriculum.
- Parent/Teacher Conferences will be held twice a year.
- Common Core Parent handbooks will be distributed to parents at the Spring 2013 Parent-Teacher Conferences.
- On-line resources are available to parents to support them in helping their children.
- School Messenger is used to inform parents about attendance and upcoming events.
- Parent ARIS link is available to parents both at the school and at home to access their children's school records (Attendance, Assessments, etc.)
- "Come Read With Me" will be implemented monthly with parents/families of students in Kindergarten and First Grade. Workshops will be given to parents each month following reading time with their children.
- CITE consultants will provide parent workshops. These workshop topics will cover how to say no, providing boundaries for your child, homework help, etc.)
- Parent workshops on Transitioning to Middle School, Conflict Resolution, Cook Shop and Common Core Learning Standards will be provided every other month

from October-June by outside consultants such as CITE, Foodbank NY, and our teaching staff.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

X Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: STH_____

Service and program coordination

-Priority/Focus funds used to purchase Common Core Parent Handbooks.

-Priority/Focus will be used to create and present workshops to parents, such as Transitioning to Middle School, Come Read with Me, Conflict Resolution, Workshops and the Common Core Learning Standards will be provided every other month from October-June by outside consultants such as CITE, and School staff.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Success Maker, Imagine Learning, Non-Fiction texts, Test prep materials	Small group	During the day, afterschool and Saturdays
Mathematics	Mind Research, Success Marker, Test Prep	Small group, whole class	During the day, after school and Saturdays
Science	Hands on experiments	Small group	During the day
Social Studies	Content Reading, Non - fiction text	Small group	During the day, after school and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, play therapy	Small group, one on one	During the day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

PS. 156 will wherever possible recruit teachers who are appropriately certified through the office of Teacher Finder as well as using the Open Market System. Those teachers who are not will be monitored thoroughly through principal counseling 'offered.

We will continue to provide high quality professional development during grade conferences, lunch and learns, after school and Saturdays. These services will be provided by our Teacher Center Specialist, our master teachers on staff through visitations, Our Network Achievement Manager and through outside consultants both hired by the school and Network 401. All professional development will be geared towards the needs of our staff in promoting high quality instruction.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

P.S. 156 receives funds under Title I, No Child Left behind Act, to implement supplemental instructional programs for students. The procedures outlined herein constitute the school's policy for parental involvement, support services and activities regarding Title I funds.

For the purpose of this parental involvement policy "parent" will be defined as any and all primary caregivers, and is intended to have the broadest possible meaning including parents, guardians, and other persons in "parental relations" to a child currently attending P.S. 156.

At the school level the School Based Parent Coordinators (PC) will: (1) create a welcoming school environment for parents, (2) work with the principal to address parent issues and concerns at the school, (3) conduct outreach to engage parents in their children's education and (4) work to strengthen parent involvement in their children's education. As a member of the school staff supervised by the principal, the Parent coordinator will accomplish these functions by partnering and supporting the work of their parent advisory councils, school leadership teams, community groups and parent association.

1. Consultation

-Parents at PS 156 are included in the school-level parental involvement activities in a variety of ways. At the first level, all activities are first discussed and approved at School Leadership Team Meetings and Parent Association/PAC Meetings. This ownership in the actual decisions relating to parental involvement activities are valuable in ensuring that a core group of parents selected and shared in the choice of topics for the events to address their needs.

-At monthly School Leadership Meetings, the CEP is reviewed to ensure that all activities that are *Parental Involvement Goals* are being planned. Sub-committees are created to plan specific events and future activities are also coordinated to ensure that all events occur in a timely manner. At times, new ideas are adopted to meet the current needs of the school. At the end of each activity, every component is reviewed and discussed in order to evaluate its effectiveness and usefulness for parents. Recommendations for other learning opportunities are then made to ensure that parents feel successful and are provided with useful learning opportunities.

PS 156 commits to a home school partnership at the beginning of the year with a *Curriculum Night*. This is an opportunity to review with parents the goals and expectations for the school year. Parents are acquainted with all the resources the school has to offer. This partnership continues with *Parent Teacher Conferences*: November and March where parents are made aware of their children's performance and the various ways to assist them. Likewise, PS 156 provides supplemental programs to assist students who are failing or who need additional support. *Saturday Academy* and *Extended Day* are provided for students who need extra help in math and reading. For students who need enrichment services, PS 156 seeks opportunities to ensure that all students receive instruction that meets their needs. After School Clubs in

Basketball, Violin, Visual Arts, Martial Arts and African Drumming are provided to enhance their talents and interests. We also provide instruction in Ceramics, Photography and Dance. Support will be provided for teachers by the Math Coach, Teacher Center Specialists and Team Leaders. Teachers utilize various instructional approaches using a variety of data sources from *MClass*, *ARIS* and *Acuity*. PS 156 continues to provide assistance for teachers to assist students through the school website www.schools.nyc.gov/portal/PS156 which is linked with many data bases and learning resources.

-Parents and the schools share in the responsibility for high student performance by working together to ensure that students are succeeding in school. Communication is the first step in attaining this goal; first, parents need to find out what is happening in school. Daily conversations with their children should occur and parents should also communicate with teachers to understand what the expectations are for that class and grade. Parents should be active participants in all learning opportunities that can assist their children. *New NY State ELA Parent Workshops*, *New NY State Math Exams*, *Target Reading Nights* and *ARIS Parent workshops* are some of the training sessions available to parents to assist them in their learning. A clear understanding of the objectives and curriculum requirements is necessary to foster the home school relationship. Parents must ensure that students attend school on time daily. Volunteering, if they can is also another way for parents to be involved in schools. At home, parents must limit the time children spend on television and games. To provide continuity for learning at home, a quiet and safe environment must be available for children. For parents who have computers at home, they must become familiar with the on-line tools and resources available to assist them such as *ARIS*, *Acuity* and *our school website*. Visits to the school for conferences and classroom observations are also a vital way parents can assist their children. Secondly, parents participate in the implementation stages and structure of the event. Finally, all events are advertised in high traffic areas in the school, through school calendars and daily reminders are done at line-up to encourage children to remind their parents. Active members are encouraged to bring a new parent to every meeting.

-Written parent concerns regarding Title I funds will be addressed within a one week time period by either the administration of P.S. 156, the executive board of the PA, PAC or the Parent Coordinator depending on the cause of the concern. A scheduled face-to-face meeting will take place to address the concerns brought forth.

-The Parent Coordinator, in collaboration with the PA, PAC and administration will provide parent meetings and workshops with information about the instructional programs and curriculum at P.S. 156. A workshop informing parents how to interpret their children's' assessment results and their performance will be conducted. These workshops will also apprise parents with useful tools and strategies to assist their children at home. A workshop on the Common Core Learning Standards, Ticket to Read, Come Read with Me, math Strategies, How to Prevent the Summer Slide, and Dial a Teacher will be given. This will provide parents with a hands-on, interactive experience to learn more about their children's' progress as well as resources for the parents to use at home with their children.

-P.S.156 is a barrier free school, making it accessible to all parents/guardians and children.

-Translations of all school letters and notices will be produced, aiding in the communication with non- English speaking/limited English proficient parents. Family workers at P.S. 156 will provide translation services at the school for face-to-face inquiries and phone calls.

-An annual parent survey will be distributed to parents. This survey will address the needs that the parents have and their suggestions. Completing this survey, along with attending School Leadership meetings, Parent Association/PAC meetings, will give parents the opportunity to evaluate the content and effectiveness of the P.S. 156 Parent Policy.

2. Annual Meetings

-In collaboration, the administration of P.S. 156, the parent coordinator, the executive boards of the Parents' Association and the Parent Advisory Council will schedule and plan an annual meeting for October, 2011. At the annual meeting, parents will be informed of Title I Parent allocations and the proposed budget. Parents will be given the Parent Involvement Policy and the School to Parent Compact. These documents will be reviewed and voted on for approval by the parents. In addition, parents will also be informed of program activities and procedures for ongoing involvement at the school level. Supporting documents, including a notice of the meeting, the agenda and the attendance sheet will be provided to the district parent support office.

-Regular Parent Association and PAC meetings will be scheduled monthly on the 3rd Wednesday of each month at 6 p.m., so that parents can make suggestions, meet with other parents, and have active participation in decision making related to the education of their children. At these regularly scheduled meetings, student of the month certificates are awarded. Performances by the students are scheduled throughout the year at these meetings.

3. Parental Activities

-Parental activities at P.S. 156 will include monthly meetings on the third Wednesdays of every month at 5:30pm where parent can discuss programs occurring in the school. This time is also an opportunity for parents to share their ideas and concerns for the school.

-*Learning Leaders* a program to train parents to be effective parent volunteers in the school has been implemented. All parents are welcome to become a Learning Leader.

-Parent Workshops will be provide throughout the school year on the topics of parenting skills, gang awareness, curriculum and programs, increasing Parent involvement ,navigating the school website, and utilizing resources to aide on improving student performance.

SCHOOL-PARENT COMPACT The School (P.S. 156) Agrees:

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

To convene an annual meeting in September, 2012 at 6:00 pm and thereafter at a date prior to December of each school year, for all parents to inform/update them on all school policies, as well as curriculum information for each grade.

To offer monthly PA/PAC meetings for parents to attend.

To actively involve parents in planning, reviewing and improving the Comprehensive Educational Plan and the parental involvement policy. These parents sit on the School Leadership Team and will attend monthly meetings to work on these plans. Parents on the School Leadership Team will also be involved in planning and implementing workshops for parents on curriculum, programs, and testing.

To provide parents with timely information about all programs. Flyers, announcements, message relays, emails and notices will be sent home to the parent two weeks prior to a meeting/program. In addition the event/program will be posted in the lobby of the school for all parents to see. The parent coordinator, parent association and PAC will be available to meet with parents about upcoming programs.

To provide high quality curriculum and instruction.

To provide on-going communication opportunities for teachers and parents through:

- Curriculum Night
- Parent-Teacher Conferences
- Reports (Verbal and Written) to parents on their children's progress
- Appointments for meetings with staff members
- Opportunities to volunteer, i.e. trips, performances, Learning Leaders
- A monthly calendar
E-mail where applicable

The Parent/Guardian Agrees:

To become involved in developing, implementing, evaluating and revising the school-parent involvement policy and Comprehensive Education Plan.

To participate in parent workshops on curriculum, programs and testing.

To work with his/her child/children on schoolwork; research projects and provide time for students to go to the library on regular basis. In addition, provide a time for the child to read daily at home.

To monitor his/her child's/children's:

- Attendance at school
- Punctuality
- Academics
- Homework
- Television watching/Video game usage
- Internet usage
- Social development/behavior
- Following the schools uniform and dress code policy

To share the responsibility for improved student achievement.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

I have read the above School-Parent Compact and agree to share in the responsibilities described.

Parent Signature

Child's Name/Class

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Chris Groll/Roxan Marks	District 23	Borough Brooklyn	School Number 156
School Name Waverly School			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

Waste response to questions 1-6 here

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	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	6	7	8	4	2	1								28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian					1									1
French	1	1		1		1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	7	8	9	5	3	2	0	0	0	0	0	0	0	34

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

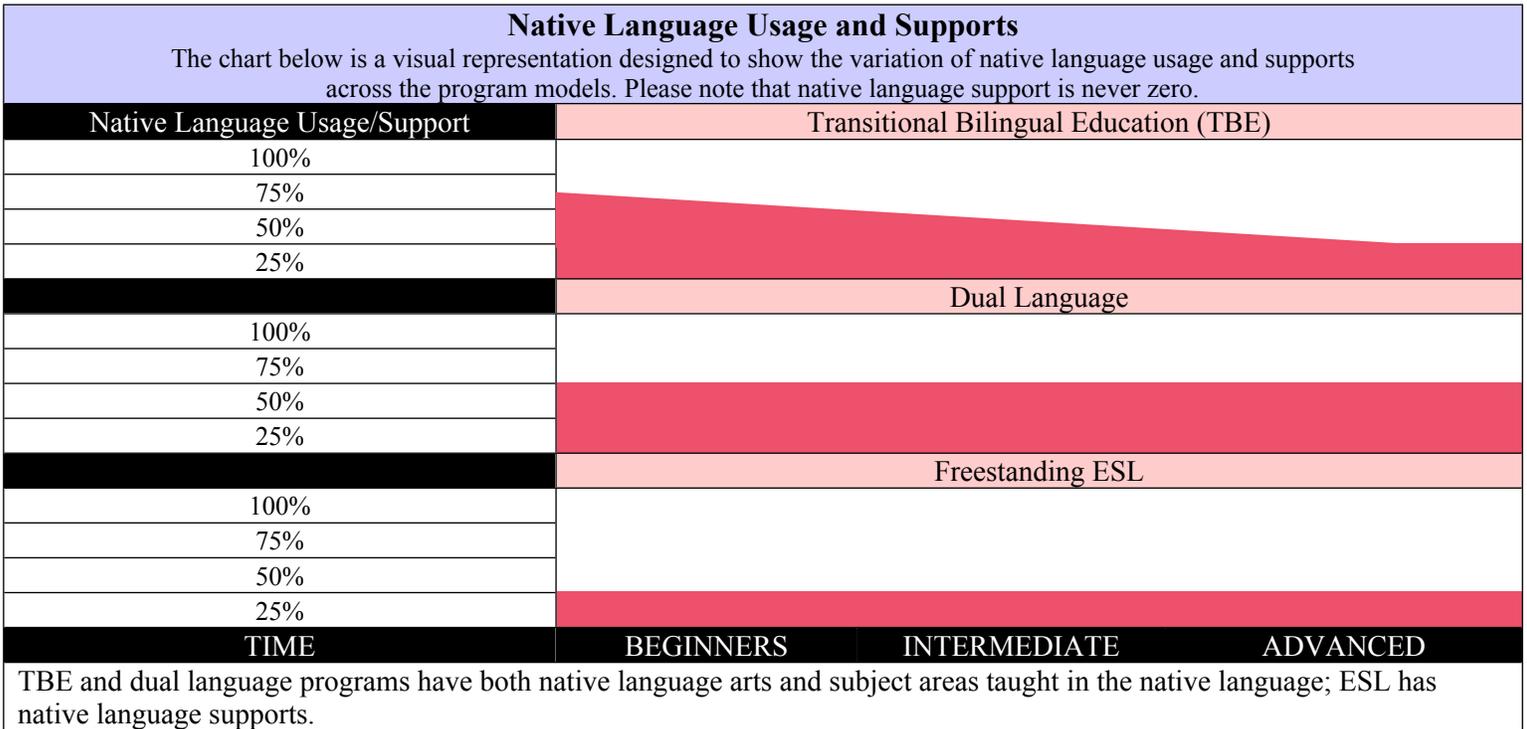
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

There will be no discontinued programs for ELLs.

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

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

Native language is supported is through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students are encouraged to also write the word in their notebooks, translated into the native language. Students are exposed to

texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the native language during instructional time occurs only when absolutely necessary within the framework of the ESL class, and usually with new arrivals to ease them into their new school experience.

Required services support ELLs at the appropriate age and grade level. While proficiency level is a determinant of instructional time, grade level determines the content and materials delivered to the students. This ensures students have the same access to content their grade-level peers receive. The test preparation component of ESL services is tied to the grade level test students will be taking.

Newly enrolled students are assisted beginning with the process of registration. Students are given materials and information they need to have a successful start at school. They immediately begin ESL services, are welcomed into the ESL classroom, and assigned a buddy within their general education classroom. The ESL teacher frequently checks in with the classroom teacher to ensure a smooth transition. If needed, the student may receive extra ESL instruction in an individual or small-group setting.

PS 156 does not offer language electives at this time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I		3	3	3	1	1							
	A				1	2	2							
	P													

NYS ELA

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

NYS Math

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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

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

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

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

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

c. The ELL Periodic Assessment helps us know the areas we should focus on in the areas of listening, speaking, reading and writing. As we have gravitated away from Transitional Bilingual Education programs (at our parents' request) we have also moved away from using the students' native language for instruction. Part 154 of the Chancellor's Regulations state that ESL classes use English as the language of instruction 100% of the time. However, native language development still occurs through independent in-school and at-home reading in the native language. Parents are also reminded that continued reading in the native language will strengthen academic performance in English as skills transfer from L1 to L2. Students also have the opportunity to share their native language expertise with both ELL and English-proficient classmates.

5. N/A

6. We evaluate the success of our programs for ELLs by tracking student progress. If students are moving up Fountas & Pinnell reading levels and showing improvement on assessments, we are confident the program is successful.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 156K	DBN: 23K156
Cluster Leader: Chris Groll	Network Leader: Roxan Marks
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 27 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our title III Program will provide our ELL students with the opportunity to work with a rigorous, CCSS aligned-program. The RIGOR 3 program is designed for English Language Learners; it develops students' language, literacy and content understanding in science and social studies. The program will address the development of phonemic awareness and phonics skills, build vocabulary, increase comprehension, fluency and content knowledge. In addition, the program will emphasize on the students' writing development to expand and reinforce literacy and compile assessment data to revise and inform instruction. There will be 3 teachers all with ESL/Bilingual certification.

Our program will be offered twice a week after school (90 minutes per session) for 18 weeks. The program will begin during the first week of November and culminating during the month of April, which will strengthen our ELL students' skills and strategies needed to achieve success for the upcoming ELA and NYSELAT exams. Our target populations are the students who have not achieve proficiency in the reading and writing portion of the NYSELAT and have scored 2 or under on the ELA test. To better prepare our students for the high-stake tests, we have decided to include our first and second graders in the program.

Part C: Professional Development

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

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

Begin description here: As part of our Professional development our teachers and administrators will attend a series of workshops through the Office of English Language Learners at no cost to Title III funds. The first one will be November 6, 2012 to the annual ELL Literacy conference, "Strengthening Instruction for ELLs". Regular professional development sessions will take place in-site facilitated by our ELL Specialist. In addition, we will continue to select and attend professional development workshops offered by the Office of English Language Learners.

Our ESL teacher will turnkey and share with staff at faculty meetings, grade meetings, and professional development sessions, ESL methodologies, strategies that can be implemented to differentiate instruction for our ELL students (including reading, writing, and/or verbal errors ELLS often make).

Part D: Parental Engagement Activities

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

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

Begin description here: Our parents will be invited once a week during the last half (30 minutes) of the program to work with their children. This activity will provide parents with skills and strategies to better assist their children at home. At the end of the program we will have a culminating activity with the parents. At this culminating activity the parents will work on a project side by side with their children and guided instruction on how to work with their children at home. In addition, parents will also be invited to select parent workshops offered at our school with translation available.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		