



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

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

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

**PRINCIPAL:** KAREN HAMBRIGHT-GLOVER

**EMAIL:** KHAMBRI@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **EVELYN SANTIAGO**



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this 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
1. Karen Hambright-Glover	*Principal or Designee	
2. Jean Derico	*UFT Chapter Leader or Designee	
3. Frenceile Campbell	*PA/PTA President or Designated Co-President	
4. Lataisha Dungee	Member/Parent	
5. Octavia Miller	Member/Parent	
6. Kisha Sterling	Member/Parent	
7. Talisha Campbell	Member/Parent	
8. Josephine Corneille	Member/Math Coach	
9. Marcia Price	Member/Literacy Coach	
10. Cordell Rigg	Member/5 <sup>th</sup> Grade Teacher	

\*\* 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.

**Focus Funding Allocation:**

Allocation Category	Line Type	Title	Budget Amt
Title I Priority/Focus SWP	Bulk Job	TEACHER - REGULAR GRADES - PER SESSION	\$20,076
Title I Priority/Focus SWP	Bulk Job	ED PARA - BULK	\$2,429
Title I Priority/Focus SWP	Bulk Job	SUPERVISOR PER SESSION	\$1,313
Title I Priority/Focus SWP	OTPS	SUPPLIES - GENERAL	\$5,000
Title I Priority/Focus SWP	OTPS	SUPPLIES - GENERAL	\$10,000
Title I Priority/Focus SWP	OTPS	SUPPLIES - GENERAL	\$1,845
Title I Priority/Focus SWP	OTPS	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$27,494
Title I Priority/Focus SWP	OTPS	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$1,006
Title I Priority/Focus SWP	OTPS	EDUCATIONAL SOFTWARE	\$5,100
Title I Priority/Focus SWP Parent Engage/1% Set Aside	OTPS	NON-CONTRACTUAL SERVICES	\$3,270

## 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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the

**While school leaders observe lessons and provide feedback for teachers to improve instruction, the feedback does not clearly indicate strategies to enhance rigor in the classroom that deepen student levels of understanding and learning. (*Quality Review Report 2010-2011, page 5*)**

### 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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**To strengthen teacher practice by building a common language and understanding high quality instruction by June 2013, the Principal and the Assistant Principal will conduct at least eight (8) informal observations of each teacher utilizing selected competencies from Danielson's Framework for Teaching (Rubric) to provide more immediate, frequent, high quality feedback:**

***3b: Using questioning /prompts and discussion***

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- A) **Strategies:** Professional development provided by principal, assistant principal, literacy and Math Coaches, staff developers from Fordham University, CFN support personnel weekly through teacher team meetings, monthly AP conferences, monthly external professional development by Fordham University and professional development scheduled for Chancellor conference days: September 4<sup>th</sup>, and June 6<sup>th</sup>. Teachers learn Danielson's rubric, view videos, take low inference notes and discuss ratings Observation schedule for formal and informal observations (four to eight per teacher), pre and post observation conferences, and written timely feedback.
- B) **Key Personnel:** Administration, Literacy and Math coaches, staff developers from Fordham University and Teacher Grade Leaders
- C) **Targets:** AP will help teachers self-assess on selected components of the rubric in collaboration with the grade leaders several times during the year during the monthly teacher team meetings to receive PD on the Charlotte Danielson Frameworks.
- D) **Timeline:** February 2013-June 2013

**Budget and resource alignment**

• Indicate your school's Title I status: X 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: \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title IA monies will be used for professional development that will support teacher growth and learning with specific growth around questioning techniques and discussion prompts**

**Title I and Title I Focus funds support building capacity around CCLS aligned tasks for teachers of level 1 and 2 students:**

- 30 full day professional development opportunities are provided for all Teachers given in house, by staff developers from Fordham University

GOAL	PROGRAM	SUPERVISOR	STAFF	DAYS	HOURS	PROFESSIONAL DEVELOPMENT	Sessions
#1	Fordham University	Principal	Literacy Consultant Math Consultant	Tuesdays Wednesdays	8:15am-3:15pm	In-class coaching One-to-One Sessions Demo Lesson Grade Conferences	2 Staff Developers for 30 ½ sessions

## 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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**The school has identified key state standards in English language arts and math and has aligned the curriculum across classrooms. This has led to a school-wide effort to deepen instruction in reading, writing, and math. However, instruction in science and social studies is minimally evident. This limits exposure to rigorous standards based learning and continual growth in all content areas. (Quality Review Report 2010-2011, Page 4)**

### 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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2013, we will develop rigorous Social Studies tasks that will promote higher level thinking skills and produce activities in Social Studies by extending data gathering and analysis from K-5 with lesson plans that specify and assess SS concepts and practices as measured by an increase in student writing samples that are proficient based on teacher-created rubrics.**

### Instructional strategies/activities

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

**A) Strategies:** Teams of teachers at each grade level and subject areas, including cluster teachers will design Tasks in Social Studies in accordance with the Common Core Standards and NYC Social Studies scope and sequence. They will use project based learning activities for tasks and exploration to enhance individualized instruction. In addition, teachers will plan and develop two (2) school units in Social Studies curriculum that will expose students to informational texts, primary and secondary sources, technology including SMART boards, and student centered activities with an emphasis on differentiating instruction during and after school.

**B) Key Personnel:** Classroom Teachers, Literacy Coach, Fordham University Consultant in Literacy, Administration

**C) Targets:** Portfolio assessments that will help students self-evaluate their work. Teacher created assessments using rubrics.

Student self-assessment. Summary activities to evaluate student understanding-Journaling

**D)Timeline:** February 2013-June 2013

**Budget and resource alignment**

• Indicate your school’s Title I status: X 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       X Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title IA monies will be used for funding the after school program that will target the use of project based learning activities for tasks and exploration to enhance individualized instruction in Social Studies.**

**Title IA Focus money and Title III money will be used to fund an after school program that will service approximately 115 Level 1 and Level 2 students for 24, 2 hour sessions, with 7 teachers working in groups of 15 students each, including time for teachers to collect and analyze data around student performance tasks.**

**Title IA focus money and Title III money will be utilized to purchase research based programs including *Go Math and Finish Line* to be utilized during the above mentioned after school program. Additionally, teachers will plan together for each after school session to align these programs to the CCLS math and literacy task work to continue to build teacher understanding of the CCLS.**

#2	Afterschool Program January 8 <sup>th</sup> - April 11th	Assistant Principal \$3,677 70 hours @ \$43.93 per hour	7 Teachers 70 hours each @\$41.98 an hour 1 Para 83 hours @\$26.27 an \$2, 429	Tuesday Wednesday Thursday	3:15pm- 5:15pm	Houghton Mifflin Continental Press	Go Math Finish Line  Teachers (7) Para (1) Supervisor(1)
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**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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**Teacher teams have developed interim goals for their targeted students and are in the process of developing structures to monitor progress. However, these protocols, which include a calendar for benchmark reviews of assessments and work products, are not fully developed as yet. This adversely affects the timeliness for necessary instructional adjustments that impact student performance. (Quality Review Report 2010-2011, page 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

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**During the 2012-2013 school year, 100% of teacher teams will use school wide formative and summative data, NYC and NYS assessments as a means to disaggregate data to identify students who need 1) to be targeted for additional instructional support to become proficient in ELA. 2) to revise teacher practice to increase proficiency of students needing to reach Level 3 in ELA.**

**Instructional strategies/activities**

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

**A) Researched Based-Strategies:** Train teachers in the understanding and use of student data-formative and summative through onsite and offsite PD. Differentiate strategies for identified sub groups and plan for shifts in instruction weekly. Create and develop student assessment binders. IEP Teacher will help special education teachers look at student IEP goals and promotional criteria

**B)Strategies:** Professional development will be provided by Network 406 on site and off site-Evidence will be shown in student work, teacher lesson plans and observations by administration, which include 10 observations of teacher teams by administration.

**C) Key Personnel:** Classroom Teachers, Clusters Teacher, Literacy/Math coaches, Fordham University staff developers, IEP teacher, SETSS Teacher, Intervention Team Leader, Administration, Network 406

**D)Targets:** We will use ARIS , Acuity (ITAs and Predictives), Storytown-Unit tests, Everyday Math Unit Assessments, Go Math –pre and post-tests, mid and end-term assessments, DIBELS, M-Class Math, Finish Line Reading and Writing to review, update and modify student data so we can address student weakness and move students forward who make progress.

**E) Timeline:** February 2013-June 2013

**Budget and resource alignment**

- Indicate your school’s Title I status: X 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:\_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title IA monies will be used to ensure professional development is supported by Fordham University. Title I Focus money is used to fund per session days in order for teachers to participate in professional development opportunities after school to adopt rigorous CCLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning. Title I Focus monies will be used to support this goal by purchasing educational software called Curriculum Associates-READY New York CCLS Practice-ELA and Math for teachers to use for additional instructional support.**

#3	<b>Fordham University</b>  <b>Network 406</b>	<b>Literacy Consultant</b> <b>Math Consultant</b>  <b>Data Specialists</b>	<b>Tuesdays</b> <b>Wednesdays</b>  <b>Bi-monthly</b>	<b>8:15am-</b> <b>3:15pm</b>	<b>Grade Conferences</b> <b>Teacher Teams</b>  <b>Curriculum Associates</b>	<b>2 consultants</b> <b>for 30 ½</b> <b>sessions</b>  <b>NY Ready</b> <b>ELA &amp; Math</b> <b>Software</b>
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**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**

- *Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.*

*How often do you think the following problems occur at your child's school? (Learning Environment Survey-Page 7)*

	Never	Once in a while	Fairly Often	Very Often	Don't Know
<b>Students threaten or bully other students. (6.8)</b>	18	44	11	2	24

**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.

5.2 Systems and partnerships
  5.4 Safety  
 5.3 Vision for social and emotional developmental health
  5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.  
**By June 2013, we will promote and increase social and emotional wellness activities and workshops by 10% to provide clarity to parents and the school community about bullying behavior and prevention.**

**Instructional strategies/activities**

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

**A) Strategies:** Classroom discussions and exploration on bullying and students' rights and responsibilities in accordance to the Chancellor's Regulations. Students in grade 3 and 4 will produce age appropriate posters and reports regarding inappropriate behaviors. Implementation of organized play activities in the school yard during recess. Research and implement an initiative school wide.

**B) Key Personnel:** Administration, Safety Agents, Safety Committee, Classroom Teachers and School Aides.

**C) Targets:** During grade level meetings teachers will be able to discuss and review progress on any social emotional wellness issues, as well as address any new behaviors and concerns. The Weeksville School will create a survey that will be used to evaluate whether or not parents still feel that bullying happens in the school. Classroom discussions will take place during the "No-Name Calling" week (January 21<sup>st</sup>-25<sup>th</sup>, 2013). Organized activities during recess will be in effect by Monday, February 2<sup>nd</sup>, 2013. Reinforcement of Respect For All activities will continue. Child Study Team will work with parents by developing workshops that provide information and awareness about bully behavior.

**D) Timeline:** February 2013-June 2013

**Budget and resource alignment**

• Indicate your school's Title I status: X 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       X Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title IA monies will be used to ensure supplies and materials are purchased for assemblies, pep rallies and workshops. Title 1 focus money set aside will be used to fund the anti-bullying program. This program will last for 12, 45 minutes sessions for 3 lead instructional teachers, 1 assistant principal and the principal. Title 1 focus money will be used to purchase professional development and materials to be utilized during the program for all 5 members in attendance.**

4	<b>Parent Engagement Anti-bullying Program</b>	<b>Supervisor</b>	<b>Fridays</b>	<b>Assemblies Pep Rally NYCESPA Conference Workshops</b>	<b>Banner Paper Toys and Prizes 10 Tickets  Paper/Tape Duffel Bags</b>
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**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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. (**Learning Environment Survey-Page 6**)

How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Strongly Disagree	Disagree	Don't Know	
<b>Students with disabilities are included in all school activities. (7.3)</b>	18		36		1	<b>3</b>
<b>43</b>						

**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.

- |  |  |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment               | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families       |

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.  
**By February 2013, we will design and utilize a more effective form of school-to-home communication with all families of students with disabilities by adding a page to our school website devoted to all special education information, topics, comments and concerns where parents can e-mail staff directly and get immediate feedback to their questions/concerns. We will measure the effectiveness of this webpage by creating a parent survey.**

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 20 through 24 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - strategies/activities that encompass the needs of identified student subgroups,
  - staff and other resources used to implement these strategies/activities,
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - timeline for implementation.

**A) Strategies:** Classroom and support personnel will help add the special content in clear form to the webpage. E-chalk will translate the web page into several languages on demand. We will also have staff present who speaks Spanish, Creole and Urdu who will be available to sit on conferences and assist parents in navigating the webpage.

**B) Key Personnel:** Administration, Grade Leaders, IEP Teacher, Technology Coordinator, Network

**C) Steps:** IEP Teacher will work with the PTA to ensure they are aware of the new web page and how it works. We will also create flyers in many languages to get the word out to families of students with disabilities about the new webpage. The Child Study Team will continue to hold parent workshops focusing on identifying learning disabilities and the proven strategies with concrete activities parents can use at home to assist their children. We will supply

workshops on the new Special Education Reform with personnel from our Network and supply that information on our web page.

**D) Timeline:** Conferences with parents will be twice a year-November and March-more if needed and necessary. The web page will be in place by February and it will be ongoing and updated monthly by the Technology Coordinator .

**Budget and resource alignment**

- Indicate your school’s Title I status: X 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       X Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title IA monies will be used to provide supplies and materials to hold workshops and overtime to pay the Technology Coordinator. Title IA and Title I Focus Money set aside (non-contractual) will be used to fund refreshments for workshops that will service all SWD in all grades and provide information to their parents via the school website.**

#5	<b>Parent Engagement School Website:</b> <a href="http://www.theweeksvilleschool.org">www.theweeksvilleschool.org</a>	<b>Ink Toner Paper clips/Post-its Technology Coordinator Refreshments: fruit, juice, cookies, etc.</b>
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### 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	<ul style="list-style-type: none"> <li>Voyager Passport-This is a reading intervention program for struggling readers. Lessons are 45 minutes daily and designed for targeted students to provide them with instruction in all areas related to reading. Voyager is used to support students in grades K-2.</li> </ul>	Small Group	During the school day.
	<ul style="list-style-type: none"> <li>Wilson Reading Program-This is an intervention tool for teaching decoding encoding and fluency. Special education teachers provide 45 minute lessons, 5 times a week, to students in grades 3-5.</li> </ul>	Small Group	During the school day.
	<ul style="list-style-type: none"> <li>Targeted Reading Intervention- This program focuses on key reading skills and is organized sequentially so that each level builds upon the earlier skills. In addition to focusing on comprehension the lessons also teach fluency strategies, writing response to passages, vocabulary strategies and sight words. Teachers provide 45-60 minutes lessons, 5 times a week to students in grades 2-5.</li> </ul>	Small Group	During the school day.
	<ul style="list-style-type: none"> <li>Extended Day- During this time all students in grades 3-5 are given small group instruction in ELA two days a week.</li> </ul>	Small Group	During the school day.

	<ul style="list-style-type: none"> <li>Finish line Reading: Targeted Reading Instruction: Our <u>research-based</u> <i>Finish Line Reading</i> defines and models the skills essential for success in reading, using the genres and question formats commonly encountered on today's standardized assessments. Add in plenty of opportunities for practice, including a cumulative practice test at the end of the book, and you're sure to boost student confidence and competence.</li> </ul>	Small Group	After School
Mathematics	<ul style="list-style-type: none"> <li>Great Leaps- This is a supplemental intervention tool for practicing basic math skills. Lessons are 10-15 minutes, one to one. This service is provided by trained math enrichment and support teachers and educational assistants. It is used to support students in grades 3-5.</li> <li>Targeted Mathematics Intervention is a program that focuses on "real-life application, vocabulary connections, cooperative learning and concrete models. This service is provided by the Math Coach 30-45 minutes, 5 days a week in small groups or one to one tutoring.</li> <li>Extended day- During this time all students in grades 3-5 are given small group instruction in math once a week.</li> </ul>	<p>One-to-One</p> <p>Small Group</p> <p>Small Group</p>	<p>During School</p> <p>During School</p> <p>During School</p>
Science	All 4th graders will receive differentiated instruction using Measuring Up Science and NY State Science three times a week during the science period, during the science prep period and during extended day.	Small Group	During School
Social Studies	To provide students with a higher level of understanding of basic concepts, the	Small Group	During School

	<p>primary focus of the social studies AIS program will be on authentic research via analysis of primary and secondary source documents as well as trade books. Services are provided via small group instruction and are delivered by the classroom teacher and AIS personnel.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Services are provided by a 2nd guidance counselor to students deemed at risk. Services are delivered primarily in an on to one setting during the regular school day. The at-risk counseling program includes services to assist students, teachers and parents. The goal of the program is increased levels of self-esteem, self-confidence and self-motivation</p>	<p>One-to-one Small Group</p>	<p>After School  During School</p>

### **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.

**97% of the teaching faculty at the Weeksville School is comprised of NYS certified teachers. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and receive professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classroom to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology.**

**Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in the Weeksville School are supported and provided with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have sessions this year devoted toward further implementing the ELA CCSS via teachers on grade level designing units of study.**

**The administration, literacy and Math Coaches, Fordham University Consultants and CFN Support Staff will contribute toward this high quality professional development. During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the network. Staff members will attend conferences, workshops and training sessions at the CFN.**

**In addition to professional development sessions, we hold grade level conferences monthly to discuss and implement instructional strategies that meet each grade's specific goal. Collaborative Inquiry Team meetings are held monthly. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping (June Planning) for the following September in all curriculum areas. This provides our teachers time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year.**

**These meetings also provide administrators an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback drive our professional development programs. It will always be a goal of the Weeksville School to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will help us attain our goal.**

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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 <b>Renardo Wright</b>	District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>243</b>
School Name <b>Weeksville</b>			

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

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

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>360</b>	Total Number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>3.61%</b>
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## Part II: ELL Identification Process

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

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

## B. ELL Years of Service and Programs

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

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

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

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

**C. Home Language Breakdown and ELL Programs**

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

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	2	1	2	2								9
Chinese	0		1											1
Russian	0													0
Bengali	0	2												2
Urdu	0													0
Arabic	0	1												1
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	0													0
<b>TOTAL</b>	1	4	3	1	2	2	0	0	0	0	0	0	0	13

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

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

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

## A. Programming and Scheduling Information

language learners.

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

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

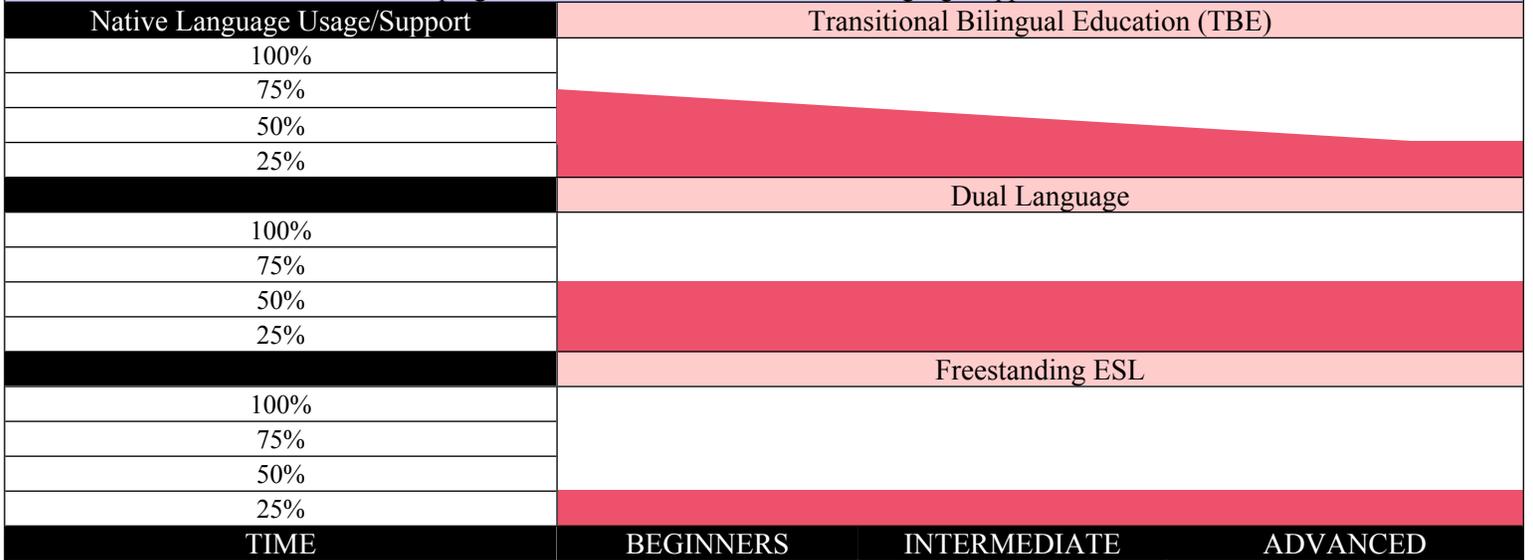
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

### Native Language Usage and Supports

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



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

### B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

11. There are no bilingual classes or Dual Language classes at this school and therefore no Native Language Arts. Students are allowed to use their native language with the teacher and/or peers to express understanding or as for clarification. Libraries in the different native languages are available to support instruction as well as for students to take home.

12. There is no additional funding for after school and supplemental services for ESL Programs as we have only 13 ESL Students in the

- school.
13. We use Moving Into English Program, Into English Program, Santillana Intensive English Program. For content areas we have Reading First, Voyager Reading Program, Great Leaps Reading, Time To Know Writing Program, Wilson Foundations, Wilson Reading Program, Kaplan ELA, Kaplan Math.
  14. All instruction is 100% in English. We do not have a Transitional Bilingual Program (TBE) or a Dual Language Program at this school because the numbers do not permit this.
  15. There is no funding for additional services and resources as there are only 13 ELLs in the school.
  16. We do not have a program to assist newly enrolled students at the beginning of the year because the numbers don't require it. We had 1 newly admitted entitled student this year.
  17. There are no language electives available to ELLs.

**C. Schools with Dual Language Programs**

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

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

**D. Professional Development and Support for School Staff**

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

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

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

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

**E. Parental Involvement**

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

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

2. The school does not partner with other agencies.

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		2			1									3
Intermediate(I)	1	1	1	1		1								5
Advanced (A)		1	2		1	1								5
Total	1	4	3	1	2	2	0	0	0	0	0	0	0	13

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

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

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

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

2. The data shows that 65% of students taking the LAB-R last year tested proficient. The data patterns for Kindergarten reveal that 1/1 (100%) students score Proficient in Speaking and Listening and 1 (100%) scored on a Intermediate Level in Reading and Writing. In the First Grade 2/4 (50 %) scored on a Proficient Level in Listening and Speaking, 1/4 25% on an advanced level, and 1/4 25% on a beginner

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

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

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

4. b We did not have Periodic Assessments this year.

4. c We did not have Periodic Assessments this year. We do not use native language assessments because we do not have Transitional Bilingual Programs or Dual Language Programs because the numbers do not permit it. We sometimes use Native Languages in the classroom. We have a bilingual library. Sometimes we have students read in their language to promote multicultural pride and to assess students abilities to read in their native language.

5. There are no native language arts at this school and no Bilingual Program (TBE) or Dual Language Program because the numbers do not permit it.

6. The program is evaluated by a 5 point increase in NYSESLAT scores across the modalities. For 60 % ELL students in the testing grades (grades 3-5) will move to the next level on NYS ELA. 75% of ELL Students will increase one level on the NYS Math Assessments. 75% of ELL Students will increase by one level in the NYS Science Assessment.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: Weeksville

School DBN: 16k243

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: **4** Network: **4.2**

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

## **Part B: Strategies and Activities**

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

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

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

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

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

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