Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: M. S. 246 WALT WHITMAN

DBN (DISTRICT/ BOROUGH/ NUMBER: 17K246

PRINCIPAL: BENTLY WARRINGTON EMAIL: BWARRIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Bently Warrington	*Principal or Designee	
Calvin Peter	*UFT Chapter Leader or Designee	
Orlando Oupont Tyrone Roark	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Stephanie March	Member/Teacher	
Najah Gall	Member/Teacher	
Nickesha Lyle	Member/Teacher	
Kawana Coleman	Member/Teacher	
Kellee Da Silva	Member/Teacher	
Laura Gumbs	Member/Parent	
Sandra Short	Member/ Parent	
Cesar Edens	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*The **ELA and Social Studies department** will use the Danielson Framework as a method of study through professional development focusing on competencies 3c: Engaging Student Learning; 1e: Designing Coherent Instruction; 2b: Establishing a culture of Learning. By June 2013 a complete use of the new Common Core Standards in English Language Arts and Social studies Core Curriculum will be presented though project based learning and Independent investigation Method. By 2013, the six grade ELA classes will infuse the College Board Pre-AP course to students meeting and exceeding State standards and modified lessons in APIP for students approaching and below standards. The NYS results report will indicate an increase of 15% as per the number of students achieving State proficiency level as measured by the NYS and interim NYC assessments.*

Comprehensive needs assessment

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

*The basis for the **ELA and Social Studies Department** goals is due to the lack of gains city wide among the general education population as well as sub-groups. The 2011-2012 school year reflected a small gain in the ELA scores, thus creating the urgent imperative for a stronger focus on our goals.*

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**.

To achieve smaller group setting, the Day School is divided into two Academies. There are nine CTT/SPED classes that are divided between the academies. ELLs are strategically placed to achieve maximum efficiency and flexibility in programming for instructional delivery. Additionally, within the day program smaller groups of students are programmed for ELA intensive, Students are programmed for SETTS, and SPED students are place in regular classes. Each ELA teacher schedules their students in Acuity giving extra curricula work that hones into their areas of weakness. All students will read twenty-five books and more and keep a record of their reading. A concentration on vocabulary will be infused in daily lessons using a Frayer Model for deeper understanding. Nonetheless, students will continue to create and use glossaries for additional unfamiliar vocabulary by using context clues, prefixes and suffixes and other strategies to help in determining meaning. Students began to use a new web based reading program MyON which will assess student's lexile reading levels and gear the appropriate reading leveled books to meet their reading needs. The data from the program can be used to assess growth and quality of students' comprehension and writing skill. In addition, continued work with the implementation of the Citywide Instructional Expectations in English Language Arts and Social Studies units of studies with an emphasis in the Common Core Standards will be done throughout the 2013 school year. To extend learning, students with proven deficiencies based on their performance on the NYSED Assessments, are scheduled for mandatory 37.5 minutes of additional instruction. Students with PFL level two are signed into the after School program My Personal Academic and Career Enhancement (MyPACE) program for an additional 6 hours of instruction. All AIS services are replicated for Level One students on a more intensive level.ELL students are signed up for a similar program geared more towards the need.
AIS services such as MyON, Test Wizard, small group instruction and other supplemental programs will be used to target our subgroups and lower performing students. This population is a composite of ELL and special education students which is a large subgroup of level ones and twos not meeting the standards. The use of differentiated instruction, Acuity, and interim assessments will set individual goals that will be implemented as an instructional tool to meet targets. Students scoring a level 3 or above will receive AIS work with individual teachers using supplemental materials from publishers College Board and Pema Bound during the instructional day.

  b) **key personnel and other resources used to implement these strategies/activities.**

All teachers have to establish a culture of professional inquiry in which they initiate projects to be undertaken with the support of lead teachers and administration. Network personnel are a key component in implementation and Professional Development.

All ELA/ Social Studies teacher collaborate with peer groups. The ELA & Special Education lead teacher with Network support work to implement interpretive questioning based on the components of Charlotte Danielson, Enhancing Professional Practice: A Framework For Teaching. Teachers meet in cohort groups to collaborate, share and measure implementation.

c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

All choices in the design of the curriculum have been inclusive of teacher participation. Teachers meet on a weekly basis in cohorts and professional development sessions to organize and plan out units of study based on the Common Core standards and Citywide Instructional Expectations. In addition, attending a pre-planning professional development session over the summer of 2012 helped to strategized with the implementation of the College Board APIP curriculum. Continued planning sessions for teachers effectively writing and designing the curriculum and pacing calendar is ongoing for the 2013 school year.

d) timeline for implementation.

The new Danielson Framework will be implemented for the 2013 school year as a support for teacher's pedagogy. Year three of the Common Core Standards will be rolled out and infused within the curriculum. The project based learning curriculum will move into year four in English Language Arts and Social Studies adding a new PBL unit in all three grades. Social Studies new unit of study will lend itself to the Citywide Expectations to be posted in an online community in ARIS. A revised pacing calendar aligned to the curriculum and Common Core standards has been established to maintain structure and support of best practices which focuses on the Danielson Framework.

Strategies to increase parental involvement

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 11 through 15 in this CEP.

- *A Family Literacy Night is implemented twice for the school year; one in the Fall and one in the Spring.*
- *ELL parent orientation and parent workshops are done on demand as well as scheduled sessions.*
- *Parents are all given a username and password through Pupil Path an account with SKEDULA to access grades, assignments, behavioral reports and grade emailing with staff to have a continual open line of communication.*
- *Parents are all given a username and password to extend reading at home through the MyON program*
- *Parent/ teacher conferences two times a year*
  Parent invitation through congruent meeting

Budget and resources alignment

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here: ***Conceptually Consolidated***

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).

Through careful planning and implementation of our instructional program and with guidance and support from our Network Budget director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

As a Title I School and a USM school all our students are entitled to free breakfast and lunch. STH students are entitled to all programs and services, gratis. Additionally, they are provided with free uniforms.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the NYS results report will indicate an increase in the number of Walt Whitman students achieving state proficiency level to 55% as measured by the NYS assessments

Comprehensive needs assessment

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

More than one third (1/3) of the student population (35.6%) is currently at proficiency level as reported on the NYSED math assessments report. Approximately half (48.2%) scored a performance level 2 on the same report. Our goal is to ensure that all students are challenged and learning is maximized to exceed the performance level goals we set for our students.

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,**

To achieve smaller group setting, the Day School is divided into two Academies. There are nine CTT/SPED classes that are divided between the academies. ELLs are strategically placed to achieve maximum efficiency and flexibility in programming for instructional delivery. Additionally, within the day program smaller groups of students are programmed for math intensive pullout, Students are programmed for SETTS, and SPED students are place in regular classes based on their ability.
We are implementing project based learning (PBL) to bring meaning and purpose to the work and to facilitate our students learning and assess their competence. Students are able to apply their knowledge and understandings to real life problems and issues. Students can consider problems that are relevant to their lives and ones that are being considered by current professionals and society as a whole.
We continue with our curriculum mapping project using SpringBoard, the "College Board's official Pre-AP program and Impact Math as two text that to facilitate the implementation of Project-Based Learning program.
We continue to utilize "PBL: Inspiring Middle School Students to Engage in Deep and Active Learning (NYCDOE Resource)" and Heidi Hayes Jacob's Curriculum Mapping Planner as a resource to guide us.
Because of the language challenges and the large ELL population, teachers will use reading strategies to facilitate the implementation of problem-based learning.

This will help students assert themselves to make sense of the problem, before generating strategies to solve them.
Teachers will differentiate by readiness. This is necessary in order to maximize students' engagement, despite the wide spectrum of abilities that exist in the math classroom. Teachers will utilize various differentiation strategies namely tiering to ensure that all students learning needs are met.
Teachers actively plan on a weekly basis to implement PBL. Teachers collaboratively determine the essential question that will guide the unit, and plan activities that will lead to accomplishing the goals of the unit. Documents for the PBL planning are archived on Google docs, which facilitates the ease of collaborating, editing, and sharing documents.
In addition, continued work with the implementation of the Citywide Instructional Expectations in Math and Science in the Common Core Standards will be done throughout the 2013 school year. To extend learning, students with proven deficiencies based on their performance on the NYSED Assessments, are scheduled for mandatory 37.5 minutes of additional instruction. Students with PFL level two are signed into the after School program My Personal Academic and Career Enhancement (MyPACE) program for an additional 6 hours of math instruction. All AIS services are replicated for Level One students on a more intensive level. ELL students are signed up for a similar program geared more towards the need.
AIS services such as Multi Media Math, small group instruction and other supplemental programs will be used to target our subgroups and lower performing students.

b) key personnel and other resources used to implement these strategies/activities,

All teachers have to establish a culture of professional inquiry in which they initiate projects to be undertaken with the support of administration. Network personnel are a key component in implementation and Professional Development.
All Math/Science teacher collaborate with peer groups. Teachers meet in cohort groups to collaborate, share plan and measure implementation.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

All choices in the design of the curriculum has been inclusive of teacher participation. Teachers meet on a weekly basis in cohorts and professional development sessions to organize and plan out units of study based on the Common Core standards and Citywide Instructional Expectations. In addition, attending a pre-planning professional development session over the summer of 2012 helped to strategized with the implementation of the College Board APIP curriculum. Continued planning sessions for teachers designing the curriculum and pacing calendar is ongoing for the 2013 school year.

d) timeline for implementation.

Year three of the Common Core Standards will be rolled out and infused within the curriculum. The project based learning curriculum will continue in math and science. Math and science units of study will parallel the Citywide Expectations. A revised pacing calendar aligned to the curriculum and Common Core standards is being posted to maintain structure and support of best practices which focuses on the Danielson Framework.

Strategies to increase parental involvement

- **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 11 through 15 in this CEP.**

Through our partnership with Urban Advantage parents have access to family field trips, family events and celebrations of student achievement. Our parent Coordinator is also engaged in Urban Advantage workshops throughout the year.
Our school has partnerships with Brooklyn College, Church Avenue Merchant Block Association,(CAMBA), The Mayor's Attendance Task Force, Flatbush Development Corporation and the Brooklyn Botanic Garden. These institutions engage our parents and students with workshops, recreational programs, academic programs, and various other activities that are community and family based.

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here: ***Conceptually Consolidated***

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).**

Through careful planning and implementation of our instructional program and with guidance and support from our Network Budget director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

As a *Title I School and a USM school all our students are entitled to free breakfast and lunch. STH students are entitled to all programs and services, gratis. Additionally, they are provided with free uniforms.*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In compliance with the Special Education Reform our goal is to improve the progress of Students with Disabilities, with an increase in proficiency, on the NYS ELA & NYS Math Assessment, through the deepening of our focus on teachers designing coherent & targeted instruction, by June 2013.

Comprehensive needs assessment

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

Students with Disabilities have made limited progress on the 2011-2012 NYS ELA & Math Assessment. Our goal in improving instructional outcomes on the NYS ELA & Math Assessments will be supported by our focus on deepening our understanding of the component, 1e. of the Danielson Framework (designing coherent instruction). By utilizing research based pedagogical and instructional practices, we will improve our abilities to effectively develop the following: scaffold lessons using UDL & DI strategies, Common Core Aligned student IEP instructional goals, Learning strategies, materials/methods and services that will allow for student gains on the State assessments. The students in this subgroup require research based strategies like Project Based Learning, IIM Methods, UDL , barrier free access to the general education curriculum and effective instructional practices that provide them with opportunities for success.

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,

     1. One 7TH and 8TH Grade Self Contained Class utilizing the College Board research based APIP Lessons/Curriculum and UDL Framework, aligned to Common Core Standards, as inquiry and a pilot program, focused on improving achievement in proficiency levels on the NYS ELA Assessment.

     2. Small Group Instruction – ICT Teachers focused on providing targeted instruction, using myOn, school wide (departmental) pre/post assessments, etc… in the general education ELA classes for SWD and at risk students

     3. Service Providers Push In Service, - SETSS and Speech Providers providing direct service in students CORE classes to ensure they have access to Gen. Ed Curriculum

     4. Flexible Programming -recommendations for individualized student programs for mainstreaming and/or movement to least restrictive environments for SWD aligned with targeted supports

     5. Professional Development focused on the Danielson Framework competency 1e designing coherent instruction- Calibrated Instructional Support for teachers and SWD Service Providers to explore/examine and deepen the understanding of using research based strategies for implementation in the Design /Development of Accommodations/Execution of the Lesson, and to develop IEP instructional & transition goals using the Common Core

  b) key personnel and other resources used to implement these strategies/activities,

- *Special ED School Reform Implementation Team*
- *PD 360 – Professional Learning Community*

Lead Teacher - provide weekly supports (Conference, PDs, etc) from Lead Teacher by giving feedback /recommendations/suggestions on lesson delivery, rigor and accommodations.
2. IEP Teacher – Provide quality assurance and compliance checks to ensure the implementation of Special Education Reform, Student Goals and Transitions.
3. Push In Resources- Speech, SETSS Providers to increase push in direct services for SWD
4. Flexible Programming Team meets to identify and recommend Self Contained students for integration into mainstream classes for students to improve their access to General Education Curriculum and Environment.
5. Teacher Cohort Meetings- meet and collaborate with Gen Ed teachers to develop lessons/tasks/curriculum/assessments. Discuss, review, and reflect on student work/data. Align appropriate supports with data evidence.
6. CFN Network 602 – Series of Workshops on Special Education Reform and Best Instructional Practices for Teachers of SWD

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- *Inquiry – collect and review student work, data, develop intervention & lessons*
- *Inter-visitation with Peers – modeling and incorporating effective strategies for instruction*
- *Cohort & Congruent Meetings (with /without Gen Ed peers)- review/plan and develop lessons & assessment, plan intervention based on data, implement DI strategies and collect/review student data,*
- *Lead Teacher Support Conferences –instructional support conferences with teachers to provide summary of On Demand Feedback & next step suggestions, and support for effective implementation of DI practices in a group and/or 1:1 setting.*

d) timeline for implementation.

2012-2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

- *IEP Team Attendance/Meetings with Parent, Teachers, District Representatives and Service Providers*
- *Quarterly Progress Reports for IEP goals*
- *Parent Teacher Conferences*
- *SKEDULA notifications /anecdotal logs*
- *MyON logs*

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here: *Conceptually Consolidated*

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).**

Through careful planning and implementation of our instructional program and with guidance and support from our Network Budget director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

As a *Title I School and a USM school all our students are entitled to free breakfast and lunch. STH students are entitled to all programs and services, gratis. Additionally, they are provided with free uniforms.*

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

MS 246 student population is made up of 16 percent ELL students. By June of 2013, the NYSESLAT report will indicate an increase in the number of advanced students achieving State proficiency level at 40% testing proficient on the NYSESLAT exam.

Comprehensive needs assessment

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

LEP students with ESL services score in the lower third in ELA and NYSESLAT exam. Five percent of the LEP population is at an advanced level compare to 4.5% level at beginner and 6% at intermediate. A third of the ELL population is in the bottom third based on reading and writing areas of the NYSESLAT.

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,

At registration the Pupil Accountant Secretary is responsible for all student intakes inclusive of ELLs. The secretary is directed to alert all administrators and the ELL liason (E. Simon)) regarding student(s) intake. Either the administrator or ELL liason will conduct the oral intake and interview. The parties responsible are inclusive of all administrators, K. Bascombe, K. Campbell and K. Johnson. In addition, if the Ell Liason is unavailable, Ms. Chaudhory, other ESL teachers can be called on for oral interviews. If the registrant does not speak English and has not brought a representative to translate, we provide on site translation by either a liscened pedagog, or calling the NYC translation line. If the student is a first time entrant to the country or NYC, a Home Language Survey is filled out at the time of the interview/orientation conducted by an adminstrator or ESL teachers. If the student is not new to the United States, a request is made from their previous school and a record check is done to review the initial Home Language Survey to ensure the language used by the student. All documents are replaced or added and kept in the student record.

Instruction is delivered in both push-in and pull-out model and follows a departmentalized approach. Teachers push into the ELA classrooms and provide support using the co-teaching method when pushing in. Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results. Students travel together in block class and by grade level. All students on each grade level are heterogeneously mixed by proficiency levels.

  b) key personnel and other resources used to implement these strategies/activities,

Our goal is to use Component 3c: "Engaging Students Learning" from Charlotte Danielson to strengthen teacher pedagogical practices and focus lesson planning and implementation. This is to ensure all students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers. Component 1e: Designing Coherent Instruction and 2b: Establishing a culture of learning is integral for our goals because it fosters the competing demands of making presentations and consulting with teachers and administration in regards to the PBL curriculum. In addition, all teachers will have to establish a culture of professional inquiry in which the teachers will have to initiate projects to be undertaken with the support of lead teachers and administration.

All ESL teacher will collaborate with peer groups inclusive of ELA & Social Studies teachers, the ELA & Special Education lead teacher with Network support to implement Socratic Seminars and interpretive questioning based the components of Charlotte Danielson, Enhancing Professional Practice: A Framework For Teaching. Teachers will meet in cohort groups to collaborate, share and measure implementation on Engaging Student learning through Interpretative questioning and enriched vocabulary.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

ESL teachers are included in the decision making process with academic assessments through documented discourses. ESL/ELA/ Social studies teacher are scheduled to meet once a week by grade cohorts. All teachers are responsible for contributing to pacing calendar and implementation of the PBL curriculum by designing units, tests and quizzes that are aligned with the common core standards. Department meetings address all components and implementation of the curriculum with time frame and deadlines. Teachers are always professional developed on all new strategy or activity needed to be implemented; as well as the lead teacher pushes in to model and provide feedback to ESL/ELA/ Social Studies teachers.

d) timeline for implementation.

Timeline for a complete implementation of component 1e, 2b and 3c is expected by June 2013. Teachers will work in 6 week cycles studying each component, testing and implementing strategies to address each component and participate in a reflective process at the end of each cycle.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

- *A Family Literacy Night is implemented twice for the school year; one in the Fall and one in the Spring.*
- *ELL parent orientation and parent workshops are done on demand as well as scheduled sessions.*
- *Parents are all given a username and password through Pupil Path an account with SKEDULA to access grades, assignments, behavioral reports and grade emailing with staff to have a continual open line of communication.*
- *Parents are all given a username and password to extend reading at home through the MyON program*
- *Parent/ teacher conferences two times a year*
  Parent invitation through congruent meeting

Budget and resources alignment

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

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

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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).**

Through careful planning and implementation of our instructional program and with guidance and support from our Network Budget director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

As a *Title I School and a USM school all our students are entitled to free breakfast and lunch. STH students are entitled to all programs and services, gratis. Additionally, they are provided with free uniforms.*

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

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

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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

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 • *ELL* • *MyPACE*	• *Repeated readings* • *Interactive writing*	Small group	**After School** - *ELL: Wednesday 3:00 - 5:00* - *MyPACE Tue.- Thurs 3:00 – 5:00*
Mathematics • *ELL* • *MyPACE*	• *Small group Instruction* • *Small group Instruction*	Small group	**After School** *.-ELL: Wednesday 3:00 - 5:00* *-MyPACE Tue.- Thurs 3:00 – 5:00* *-Saturday 9:00 - 12:00*
Science		Small group	**Saturday Program** - *Saturday 9:00 - 12:00*
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	*Group: At Risk Counseling*	Small group	***Day School***

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.

The School maintains a collegial protocol for professional development. In order that teachers understand the work associated with the Common Core Learning Standards and the alignment of the standards to our school's plans for instruction and improvement, as well as the Citywide Instructional Expectations for 2012-2013, emphasis is placed on teachers' participation using the Danielson Framework.

The calendar begins in the summer where all ELA and Math teachers attended an initial institute of Spring Board, the College Board Pre- Advance Placement (APIP) program. This foundational training introduced teachers to subject area content, instructional tools, standards-based assessments and the alignment to the Common Core State Standards (CCSS) to ensure that all students are college and career ready. The teachers left the training with a comprehensive understanding of the program including instructional guidance for implementation and understanding of how to use the resources.

Continued planning sessions for teachers to effectively write and design the curriculum and pacing calendar is ongoing for the 2013 school year. Teachers meet on a weekly by department and in cohorts for professional development and working sessions, to organize and plan out units of study based on the Common Core standards and Citywide Instructional Expectations.

The project based learning alignment in the four core subject areas will continue, adding a new PBL unit in all grades. Social Studies new unit of study will lend itself to the Citywide Expectations to be posted in an online community in ARIS. A revised pacing calendar aligned to the curriculum and Common Core standards has been established to maintain structure and support of best practices which focuses on the Danielson Framework.

Teacher receive administrative support, through feedback by administrators, lead teachers, and coaches. Additionally, each teacher has a PD360 account to access continuous assistance when needed.

New teachers are assigned a coach and have scheduled meetings and planning time. They receive continuous feedback and an open door policy is maintained.

Teachers receive additional support through Network, Cluster, University and Institutional professional development.

Walt Whitman is a participant in the NYC incentive program to retain qualified teachers in math and Science.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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.

Department of Education
Dennis M. Walcott, Chancellor
Buffie Simmons, Superintendent

Walt Whitman Middle School 246

CSD17 • Department of Education City of New York
72 Veronica Place • Brooklyn, New York 11226
Phone: 718-282-5230 • Fax: 718-284-6429 • E-mail: 246K@schools.nyc.gov

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

Department of Education
Dennis M. Walcott, Chancellor

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SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13

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 602/Julia Bove	District 17	Borough Brooklyn	School Number 246
School Name Walt Whitman Middle School			

B. Language Allocation Policy Team Composition ⓘ

Principal Mr. Bently Warrington	Assistant Principal Mrs. Kesha Bascombe
Coach Ms. Clorita Mayers (Literacy)	Coach Ms. Nickesha Lyle (Special Ed.
ESL Teacher Ms. Esther Simon	Guidance Counselor Ms. Euphima Saunders
Teacher/Subject Area Mrs. Andrea Gordon-Smith	Parent type here
Teacher/Subject Area Ms. Naja Gall	Parent Coordinator Mrs. Suzie Vixamar
Related Service Provider type here	Other type here
Network Leader Julia Bove	Other type here

C. Teacher Qualifications ⓘ

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

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

D. School Demographics

Total number of students in school	651	Total Number of ELLs	107	ELLs as share of total student population (%)	16.44%

Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. At registration the Pupil Accountant Secretary is responsible for all student intakes inclusive of ELLs. The secretary is directed to alert all administrators and the ELL liason (E. Simon)) regarding student(s) intake. Either the administrator or ELL liason will conduct the oral intake and interview. The parties responsible are inclusive of all administrators, K. Bascombe, K. Campbell and K. Johnson. In addition, if the Ell Liason is unavailable, Ms. Chaudhory, other ESL teachers can be called on for oral interviews. If the registrant does not speak English and has not brought a representative to translate, we provide on site translation by either a liscened pedagog, or calling the NYC translation line. If the student is a first time entrant to the country or NYC, a Home Language Survey is filled out at the time of the interview/orientation conducted by an adminstrator or ESL teachers. If the student is not new to the United States, a request is made from their previous school and a record check is done to review the initial Home Language Survey to ensure the language used by the student. All documents are replaced or added and kept in the student record.

2. Ell orientation for newcomers are conducted at registration. Parents are given Home Language survey at the orientation and are given the option of filling it out at time of orientation or return to the school via mail or drop off. At the workshop/orientation every parent receives a program survey, view a viedo from the DOE website on all three programs offered by the DOE, and a complete understanding about the programs is delivered. Parents are told at the event which program the school offers and what options are out there if they do not get their first choice. At the end of the month, parents are formally notified as to what program their child will receive while registered at Walt Whitman for the school year. By mid-year, a review of program selection is conducted by the Ell liason Ms. Brandford to evaluate the current program and the number of parents who have signed up for any of the three programs. The three programs being, TBE/DL/ ESL.

3. Entitlement letters are mailed out to families or handed to parents on registration of the students once an interview is conducted by the Ell supervisor, Mrs. Bascombe, or Ell Liason, Ms. E. Simon. An Ell orientation and workshop is conducted on a needs basis upon availability or Ell teacher will schedule meeting with parents to inform new parents of the services offered by the school. At the time of the workshop, parents view a DOE video on Ell programs in their language as well as participate in the parent survey. All videos and brochures are in the parents native language. Translation is offered at the orientation provided by the staff member. In the absence of a translator, a call is place through the translation hotline to clarify programs and availabilty. During the worshop, parents are provided the opportunity to fill out survey, ask question and clarification is made about programs offered. At the end of the workshop, all surveys and program selection forms are collected from participants. All information recevied are filed each year with the program

supervisor, Mrs. Bascombe. Smaller and individual session as such mentioned above are conductred with parents on a need basis when a new student is being registered throughout the year after the main orientation has past.

4. Upon registration if a student is identified as an Ell student who is in need of services, that student(s) qualify to take the LAB-R exam. The ESL teacher has 10 days to administer the LAB-R. Students are then placed in a class and assigned to a program based on parent request letters and programs offered by the school. Parents are notified via mail on the program their child is placed or a message goes via telephone system to the parents. In addition, if parents attend the orientation they are given the opportunity to meet the ESL teacher and grasp an understanding of their child's program offered. At the time of program selection and orientation, parents are also notified of their child's designation as an ELL student and is explained all requirements of the program. All newly registrants are called and informed of placement or at the end of registration parents are informed. All letters and calls are made in the parents native language. Parents are informed of their parent choices and alternatives if their primary choice is not met. Parents are also informed that a record of their choice letter is kept on file and if the school meets the needs and can meet their choices, they will be the school liason on availibility.

5. A trend in program choices parents have requested have shown at least 95 percent of parents want their children to be in an ESL classroom setting while 5 percent would like TBE and 0 percent request DL. For the 2013 school year, all newcomers who have submitted program selection form and have choosen ESL instruction making this year at 100 percent. A worksheet reflecting 3 years of services is kept with program chair, Mrs. Bascombe to track parent selection and outcome for the years.

6. The programs modeled at Walt Whitman are aligned with our parent requests. Our school only currently offers ESL classes. There are three teachers providing instruction for ESL using the push-in/pull-out model. Parents are notified via mail of program selection s. Students receive the required amount of ESL instruction based on State mandates.

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	**Newcomers (ELLs receiving service 0-3 years)**	74	**Special Education**	21
SIFE	60	**ELLs receiving service 4-6 years**	23	**Long-Term (completed 6 years)**	10

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									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	74	55	6	23	0	8	10	0	2	107
Total	**74**	**55**	**6**	**23**	**0**	**8**	**10**	**0**	**2**	107
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish							9	7	7					**23**
Chinese														**0**
Russian														**0**
Bengali									1					**1**
Urdu														**0**
Arabic							7		3					**10**
Haitian							17	17	31					**65**
French							1	3	3					**7**
Korean														**0**

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
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	35	27	45	0	0	0	0	107

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a. Instruction is delivered in both push-in and pull-out model and follows a departmentalized approach. Teachers push into the ELA classrooms and provide support using the co-teaching method when pushing in.
1b. Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results. Students travel together in block class and by grade level. All students on each grade level are heterogeneously mixed by proficiency levels.
2a. There are two ESL teachers, two instruct twenty-five periods. The school literacy lead teacher assist with ESL services for beginners and intermediate in grade grade 6, while the ESL teacher push-in the ELA class for grade 6 advance students. Teacher professional assignments include small group instruction to meet State requirements. Beginners and intermediate students receive 2 units of ESL/8 periods, and advance receive 4 periods of ESL per week. Student -teacher ration vary from 25:1 at the highest to 9:1 being the lowest.
2b. Based on the CR Part 154 and parent choice students participate in Free Standing English as a Second Language (Pull-out/ Push-in Model). The program is offered to six thru eight grades. Each grade contains one class which accommodates the Ell's receiving ESL via

A. Programming and Scheduling Information

the pull out/ push-in model based on our school academy structure. Class periods are 43 mintinue single block and 86 minute double block. All ESL teachers are fully certified. All students receive academic instruction as mandated by the CR Part 154, CR Part 100 Language Allocation Policy.

3. All content areas are delivered in English. Our ESL program uses the QTELL methodology in Project Based Learning/Spring Board APIP and is incorporated to foster English proficiency. The Project Based Learning/Spring Board APIP curriculum implemented is aligned to the Common Core Standards. Six grade main stream, grade 7 & 8 self-contained special education classes are engaged in Spring Board APIP curriculum while all other students engage in Project Based learning. All ESL classes are aligned to the city curriculum in each content area. Additionally, students are mainstreamed in art, music and physical education. Students are introduced to technology in their content area classrooms and Ell students are exposed to the web based program Test Wizard and Brain Pop ESL. Student receive word-to-word dictionaries to be used in all content class. Students are provided with dual language glossaries in math, science and social studies. Word-to-word dictionaries, Webster dictionary and picture dictionary are used in English Langauge Arts classrooms.

4. N/A MS 246 do not offer TBE/DL instructional programs

5a. All SIFE students are appropriately placed in ESL classes and are offered AIS services. All SIFE students receive ESL for extended time, registered for after-school program, receives a mentor and counseling. Work is differentiated for SIFE students using multiple supplemental resource in the classrooms such as leveled libraries, Wilson reading program and Great Leaps reading program. In additon, web based instruction and listening centers are in place for multi-sensory learning.

5b. All newcomers less than three years are registered for an academic intervention service to assist in conversational language. Newcomers are especially engaged in listening centers and are grouped with native English speaker at time to practice oral language skils. Students are given word-to-word dictionaries and receive 8 units of ESL classes. Students participate in after-school activities and SES programs for additional help as well as extended time services. In addition, newcomers are immediately scheduled to receive Math Plato (Web based program) to strengthen and grasp mathematical skills.

5c. Ell's 4-6 years will continue to receive the mandated amount of periods in ESL. The work is crafted from the ELA curriculum and is supported with the teacher during the classes. Ell's 4-6 years will continue to receive small group instruction in Math which is taylored to meet the needs of each student. Students who are 4-6 years are placed in extended day classes with Native English speaking students and are assigned content speacialist to work with them; these students are also placed in after-school programs geared to inprove student reading proficiency levels. They are administered a pre-test, intermin tests and post test to reflect understanding and growth in all AIS and classes.

5d. All long-term Ell's will continue to receive all services listed in 5a-5c. Long term Ell's will receive intense services using Title III funding for the 2012-2013 year concentrating using the book Getting Ready for The NYSESLAT/ Visions/ Journey in Reading. Instruction will focus on reading and writing.

6. Ell students with disabilities recieve counseling, the mandated units of ESL, AIS and extended time services. Ell-SWD will use varied supplemental resources to aid with language development. Resources such as Reading Rods, Step-by-Step writing program and small group instruction will be used as instructional resources.

7. MS 246 uses a Project Based Curriculum in all content areas which is inclusive of differntaited instruction to meet the needs of Ell-SWDs. Additionally, Springboard APIP curriculum is now infused in some ELA and Math classes as a part of inquiry work. Flexibilty of scheduling is reflected with the pull-out small group instruction. ESL teachers are programmed to use professional assignment times to work with Ell-SWDs for intensive instruction and language development.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

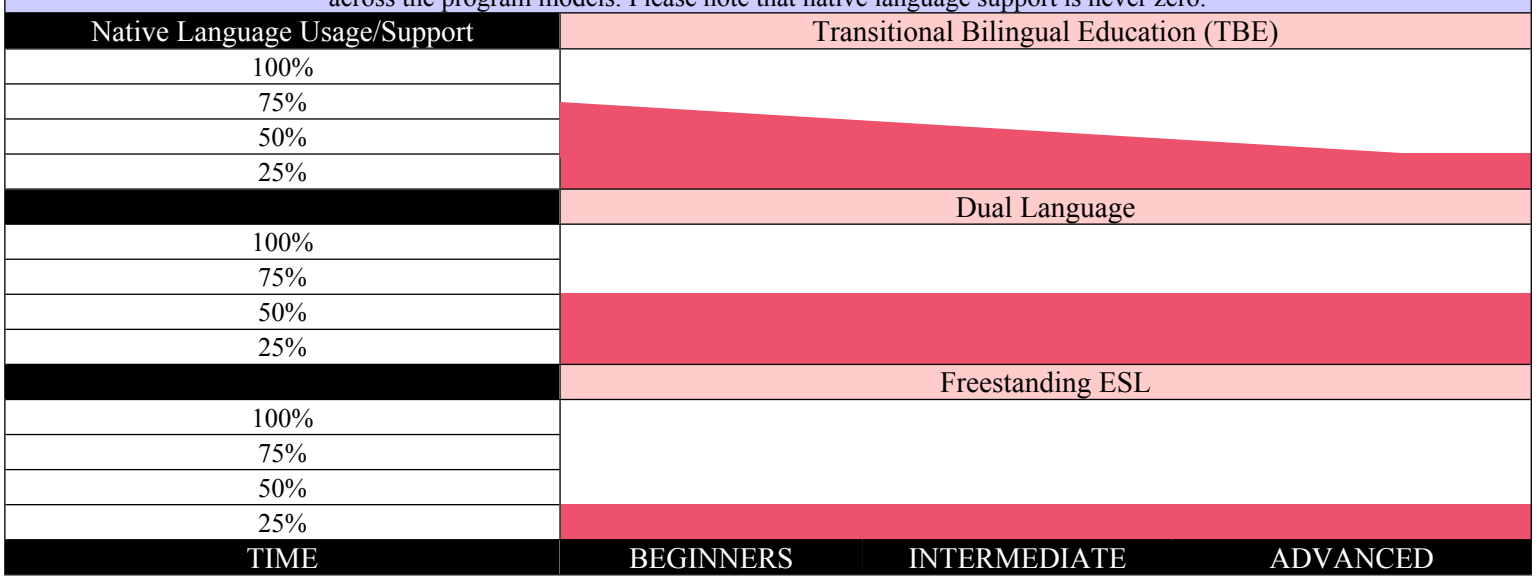
Social Studies:	
Math:	
Science:	

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

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

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?

8. Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results. Children are exposed to a literary environment, which encompasses reading, writing, listening, speaking, the arts, and classroom libraries. Instructional strategies include The Balanced Literacy Approach to reading (which emphasizes the writing process), the math workshop model, the Natural Language Approach, The Language Experience Approach, and Total Physical Response. To meet higher standards, students will read 25 apropriate leveled books by the end of the school year, thus exposing them to various genres. They will respond in writing, art, multi-media and oral presentations. Teaching strategies will address and incorporate Webb's Depth of Knowledge/Bloom's Taxonomy, desigining coherent instruction, establishing a culture for learning, engaging students in learning, rubrics, problem solving, higher order thinking skills and portfolio assessment. Students self-evaluate (using reflection papers and peer conferencing) and are monitored and evaluated on an ongoing basis by their classroom teachers. Using the new Common Core Standards, literacy across the content ares in Science and Social Studies through project bassed learning and exit projects will address multi-sensory and abilities in meeting students needs and standards.
9. Students who have tested proficient on the NYSESLAT may continue to receive support for two years in with testing modifications and continued services. All profficient students will sign up for AIS services during and after school.
10. New for the 2012-2013 school year is Spring Board APIP curriculum for inquiry work. Students are programed in designated class for gifted and talented on a six grade level which will address the standards in reading, speaking, listening and reading development. Students are also taught homogeneously on their grade level at varied levels.
Programs such as The ELL Enrichment Program and MYPace provide academic intervention services to children who score below and approaching grade level standards in literacy and math. These programs assist in the transition of ELL students reaching profiency on the NYSESLAT exam.
11. The computer based program Rosetta Stone and Achieve 3000 for ELL's will be discontinued for the 2012-2013 school year for lack of funding.

12a. Students who are new to the country and/or are intermediate/advance ESL will continue to have access to all school programs and participate in an after school ELL Enrichment program. Approximately 20 students on each grade level (grades 6/7/8) will be offered 4 hours of intensive academic services in ESL and ELA.
12b. After school and supplemental services offered to the Ell's will operate on Tuesday and Wednesday 3 to 5 p.m. One ELA content teacher, one ESL teacher and ESL teacher will service students. Teachers at four hours per week will instruct for a duration of 16 weeks. This program was selected based on the high need to address the bottom third and Ell's who are first time test takers to the ELA exam. Beginning level students will be instructed intensively using ESL methodology using the curriculum Visions and then transitioning with the book Journey into Reading as familiarity in test taking strategies.
13a. Materials to be used for the supplemental program have been maintained from previous years and will be used this year (Visions). However, Journey into Reading is a new resource to be added and consumable workbooks from the Visions curriculum will be replaced. The tasks outlined in the program are designed to help students acquire semantic and syntactic knowledge of English, and pragmatic knowledge about how English is used. Students will also utilize laptops, which have been downloaded with the Visions literacy program. The laptops will be secured in room 217.
13b. Students receive a word to word dictionary in their native language that helps them to identify and spell words from their language

and English. There are library books in the students language to independently read as a support system for their native language. All resources are age appropriate for students. However, a collection of varied levels to meet students reading level and math level are on hand to bring the students up to appropriate grade level if needed.
14. Native language support is given to all Ell's through word-to-word dictionaries in their native language. Additionally, the library sustains a small collection of native langauge novels in Spanish and Creole.
15. ESL class required support and resources are all judged form formative assessments such as DRA's, LAB-R and NYSESLAT results. They are used to determine the student's reading levels. Once their reading levels are aquired, additonal resources such as word-to-word dictionaries and classroom libraries are purchased to meet and address the grade level and age of the students. However, there are cases that will provide discrepancies between the age and grade level of students. In these cases, these students are pulled for small group instruction and ares upplied with the appropriate resources to bulid and promote student learning.
16. Before the beginning of the school year newly entering students can participate in class activites and schedules for a week to assimulate ESL programs. In additon, a welcoming barbeque is hosted by the school where teachers and parents greet and meet each other.
17. MS 246 offers Spanish as a foriegn language.

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)?

MS 246 does not offer Dual Language Programs

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. The literacy/ Sped lead teachers as well as support from the network will provide staff development on a weekly basis during professional development sessions. Topics will include The Danielson Framework, The New Teaching Standards, and other areas as ascertained from teachers' individual needs assessment surveys. In addition, the ESL department will be studying components 3c: engaging student learning, 2b: establishing a culture for learning and 1e: designing coherent instruction. The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student performance. Our professional development activities are designed to enhance our teachers' ability to understand and use curricula, assessment measures and instructional strategies for LEP students.
During professional development, teachers practice using rubrics to evaluate student work and provide constructive feedback, analyze assessment data to inform and modify instruction, discuss and implement exemplary research based practices, arrange intra-visitation for teachers to observe effective instruction and classroom management, and review and development strategic analysis of student performance.
2. Professional development will be offered during the school year for all ESL teachers through our school network affiliates. Teachers can register for off-site pd. Classroom support will be provided by school mentors, lead teachers and intra-visitations as well as through the network for the 2012-2013 school year. This will support the implementation of the methodologies proposed at training sessions.
3. Trainings for the 7.5 hours will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners through understanding academic language.

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. At M.S. 246 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Our parents are involved within the community and volunteer in conjuction with our parent coordinator to hold varied events in keeping the school community informed. We have an active Family Room with a parent coordinator to facilitate all activities and resources that help towards a school-wide focus on strengthening home-school relationships and increasing parent and community involvement. To support parent involvement efforts, a parent coordinator will continue to work with parents and students during the 2012-2013 school year. Parents volunteer to go on trips hosted through the library events such as RIF, community health fairs and a wealth of school based activites. There is an annual Literacy Family Night done in the winter where parents of Ell's and all students attend which incorporate new and upcoming author's session, art, health and nutrition.
2. M.S. 246 enjoys collaborations with several community-based organizations including, Brooklyn College from the 21st century grant, Medgar Evers College, and HABETAC. These agencies provide ongoing parent outreach, counseling, student tutoring, and referrals to other support agencies and are vital components of the Academic Intervention Services. The school is currently working on expanding opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.
3. Parents attend monthly PTA meeting to discuss issues and concerns as well as participate on the leadership committee in order to address needs. In addition, the parent room holds a suggetion box where parents can leave messages for the school community to address.
4. Based on funding and parent needs, workshops are provided monthly through the parent coordinator and community during and after school to address the needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							15	14	23					52
Intermediate(I)							5	5	10					20
Advanced (A)							15	8	12					35
Total	0	0	0	0	0	0	35	27	45	0	0	0	0	107

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	5	6				
	I							2	3	4				
	A							10	6	23				
	P							12	4	10				

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B							7	8	18				
	I							5	4	10				
	A							15	8	12				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	52	88	54	1	195
7	42	99	44	0	185
8	27	105	28	0	160
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	33	0	83	0	66	0	15	0	197
7	28	2	93	2	49	8	15	8	205
8	36	7	76	20	51	20	4	1	215
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

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

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

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

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. MS 246 uses the DRA kit & Ed Performance which assess students reading fluency and comprehension level. All information is complied and written on a classsummary sheet for the DRA while one can still check a data bank through Ed Performance for results. From an early asssesment, a pattern has always shown that most ELL students if not newcomers read at a 3.5 grade level with minimal comprehension.
In order to improve students reading skills, instruction is differntiated to meet students needs. Web based program such as Starfall, Brain Pop ESL are used as supplemental resources in order to help in language aquisition. New this year is MyON reader,which has varied levels of books in all content area. MyON is a web based lterary resource where students can either be assigned books or choose their own to be read at their level. There is an automated reader so students can practice listening skills as well as reading on their own. Cumulative data is then maintained that show the amount of books, time spent and assesment results for each student.
2. Most students struggle on the NYSESLAT exam in the areas of reading and writing. Writing tends occur with most Ell student that have not acquired the English lnaguage and are a part of bottom third. A signifant population of Ell's designated with special education services also test in the ELA exam below standards. This subgroup of students average reading level is on a third grade level and produce writing pieces that are grammatically incorrect, and lack penmanship. A tend that is in the NYSESLAT data reveals most students being advanced to proficient in listening and speaking, but level as beginning to intermediate in reading and writing. A common trend noticed upon intake and SIFE interviews reveal at least 13% of students lack any formal education and are not literate in their native language.
3.Patterns across NYSESLAT modalities in reading, writing, listening and speaking affects instructional decisions by creating a curriculum that address these needs to meet the Common Core Standards. MS 246 continues to focus on writing in all literacy blocks and across the curriculum. With project based learning and the New Spring Board APIP cirriculum as an instrument of instruction, students are encouraged to explore, read and write in order to complete cross curricula projects. Guidance is given for all components of lesson in order to guide the ELL's. Students have access to the library and computers to conduct research. All Setts teachers and ESL teacher follow and support the curriculum students are given to ensure progress.
4 a. Students testing in their native language fair the same as native English speakers in Math. However the performance index shows a result of student in the Ell subgroup score less to that of the genreal education population in math. Students are not allowed to take ELA exams or any English content exams in their Native langauge.

b. There are no specifically designated ELL periodic assessments for the school instructional team to use to assess student. For the 2012-2013 school year, MS 246 will engage in inquiry based work and assessment for a controlled group of Ell students. In addition, the entire school undergoes taking ITA in math and English. The Instructinal team uses the data to analyze dificienies in specific skills and then become a part of the outside group to work through inquiry.
c. Students are performing on a Tier 1 percentile averaging 45-70. A small group is working in the Tier II levelind 70-80 percent. Native language is used independently to support students reading an writing once they are literate in their own language. Students are encouraged to read and writing in their native language first based on classroom assignment.
5. MS 246 does not offer Dual Language Program.
6. The leadership team evaluates Ell success through constant observations in the classroom, looking at student work and all assessments taken by school.

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.
The data is unable to be accessed for science and social studies exam. The 8th grade students who sat the test have graduated and moved on to high school. Furthermore, the social studies test have been removed from the 8th grade testing schedule for the first time this year. However, we will continue to implement the science program that has been in place the past year.

Part VI: LAP Assurances

School Name: Walt Whitman MS 246		**School DBN:** 17K246	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bently Warrington	Principal		1/1/01
Kesha Bascombe	Assistant Principal		1/1/01
Suze Vixamar	Parent Coordinator		1/1/01
Esther Simon	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Clorita Mayers	Coach		1/1/01
Nickesha Lyle	Coach		1/1/01
Euphima Saunders	Guidance Counselor		1/1/01
Julia Bove	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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.

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 17K246 **School Name:** Walt Whitman

Cluster: 6 **Network:** 602

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

Part A: Needs Assessment Findings

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

- ELL liaison intake interview
- Home Language Survey
- Parent Workshops
- Correspondence is provided and can be acquired in English, Haitian Creole, and Spanish for communicating with parents and for testing. - ---
- Testing is done for newly admitted students where the home language is ascertained.

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.

Findings were reported through student/ parent questionnaires, interviews, face to face meetings, requests by family, friends of the parent. 10 % of non- English speaking parents required translations. Parents' needs will be met in house by family assistants, secretaries, teachers, assistant principals, and other support staff and by Legal Interpreting Service corp.

Part B: Strategies and Activities

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

In house or school staff will provide translation to verbal or written documents during the hours of 7:30 A.M. and 3:30 P.M. A designated area will be designated for translation services within the building.
There will be planned meetings by the parent coordinator, personnel within the proposed Academy structure, on a monthly basis. Also, cultural experiences will be planned that will engage speaking, listening, questioning, and writing. Provide leveled, easily understood text for parent/ student reading.

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.

In house or school staff will provide oral translation during the hours of 7:30 A.M. and 3:30 P.M. A designated area will be designated for translation services within the building.
Aditional services will be provided by Legal Interpreting Service corp.

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.

- School identifies the child's home language during admissions.
- School maintains students' primary records for the school.
- School reviews, conferences on an as- needs basis and arranges for service to students and parents.
- Designated area for translation services will be maintained in the school.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo #66 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Walt Whitman MS 246	DBN: 17K246
This school is (check one): ☐conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Rationale: To provide academic intervention services. Increase students proficiency levels in reading and writing taking the ELA exam for the first time or second time Subgroup to be served is ELL students in grade 6,7 & 8 with a range from beginners, intermediate and advance Program dates are to be from October 22 thru March 13 two days a week for 2 hours each day total of 4 hours. Instruction will be taught in 100 percent English Three teachers all certified. In in English language arts, Special Education and ESL Materials to be used is Journey into Reading levels F, G & H and Visions

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Rationale: Teachers will meet outside of instructional time to evaluate pre-test and benchmark assesments in order to drive instruction and hone in on specific skills and strategies to improve student performance. Teachers to receive training are the three instructing the program Scheduled professional development will take place fours times during the program November, December, February and March. Topics to cover are Working with Ell students with IEP's, Help for Beginning Readers and Writer's, Application of teacher documentation and assessments and the use of Thinking Maps in the ESL/ Literacy classrooms Workshops wil be conducted in house with the use of Pd 360

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Title III funds are being used to provide supplemental language instruction and support to our Beginning, Intermediate, and Advanced English proficiency level ELL students in grades 6 through 8. We serve a total of 60 English Language Learners. After analyzing student data from the LAB-R and NYSESLAT assessments as well as the English Language Arts standardized test results, it has been determined that many of our ELL students need additional support in the four modalities of reading, writing, listening, and speaking in order to meet the requirements of standardized tests and career and college readiness.

Our Walt Whitman NYSESELAT/ELA ELL Preparation Academy will provide support with intensive literacy instruction that is embedded within the context and content of non-fiction science and social studies texts as well as Journey into Reading and Visions. The instructional focus is on improving the English proficiency and academic achievement of limited English proficient children at our school. The priority in using the Title III funds is to improve teaching and learning in the core subject areas of English Language Arts, Science and Social Studies.

We will utilize Journey into Reading levels F,G & H with a balanced literacy curriculum to immerse ELL students in disciplinary reading, writing, listening and speaking. Our students will increase English proficiency through immersion in shared reading texts, guided reading books, and independent reading corrolated to Fountas and Pinnell reading levels.

Our NYSESLAT Preparation Academy will provide additional ELL support in literacy through content area integration that is skills based and includes vocabulary acquisiton, differentiated tasks and instruction based on student English proficiency level, and multiple assessments that are built into day-to-day instruction.

Instruction during the Walt Whitman NYSESLAT/ELA Preparation Academy runs from 3:05PM to 5:00PM. The ELL program will run for 17 weeks in two-hour sessions from October to March. There will be 1 certified ELA teacher, 1 Special education teacher and 1 ESL teacher.

Instruction will be in English and include currriculum lessons that engage literacy in social studies reading and science. It is intended for the ELL program to increase English proficiency in the four modalities of reading comprehension, writing coherency, listening, and speaking.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $13752		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	41.98 per session/Hour $10,238.76	3 Teachers engaged in after-school instruction @2 sessions per week (2 hrs) for 17 weeks Start 10/22/12-03/13/2013
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$3513.00	Textbook and Classroom libraries & student supplies
Educational Software (Object Code 199)		
Travel	N/A	
Other		
TOTAL	$13,752.00	