



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: P.S./I.S. 284 THE LEW WALLACE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER): 23K284

PRINCIPAL: KEVA PITTS **EMAIL:** KPITTS2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **AINSLIE CUMBERBATCH**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Keva Pitts	*Principal or Designee	
Dawn McDonald	*UFT Chapter Leader or Designee	
Comisha Richey	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ayesha LaMont	Member/SLT Chairperson	
Fatima Smith	Member/SLT Secretary	
Jackie Richey	Member/Parent	
Joseph Legree	Member/Parent	
Norma Martinez	Member/Parent	
Rhonda White	Member/Parent	
Tessil Hobson	Member/Teacher	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

Expand the level of inquiry-based collaboration to deepen the work of the teacher teams within the school. Quality Review, page 6.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

- 2.2 School leader’s vision
- 2.3 Systems and structures for school development
- 2.4 School leader’s use of resources
- 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, a minimum of 50% of our teacher teams will use an inquiry model and the gap analysis protocol to surface strengths, weaknesses, and implications for students and teachers, in order to devise responsive plans that address both student and teacher next steps for improvement, as evidenced by teacher team agendas, minutes, action plans, etc.

Instructional strategies/activities

- Administrators will participate in monthly instructional rounds (teacher teams will debrief to surface the areas of strengths, weaknesses, and areas of further development of teacher practice), conduct a minimum of five formal and informal observations a year and provide feedback using the Danielson Framework (9/12 – 6/13)
- Facilitate and/or observe teacher teams meetings where teachers will analyze student work and share best practices, and enable new teachers to receive mentoring (9/12 – 6/13)
- Weekly teacher team meetings will be held with the administrators and teacher teams to look at and examine data with the data analyst present at occasional meetings (9/12 – 6/13)
- Teachers teams will engage in targeted professional development to meet their individual needs, classroom inter-visitations, and professional development from the Teacher Effectiveness Program coach and/or team on an ongoing and as needed basis (9/12 – 6/13)
- Teachers will attend professional development and turn-key the information to the staff (9/12 – 6/13)
- Throughout the school year, teachers teams will establish and implement a buddy system with their colleagues which can be changed at any time (9/12 – 6/13)
- Every two to three months, the teachers will create and update their instructional goals along with the administrative team (9/12 – 6/13)
- Bi-monthly or on an as needed basis, action plans will be developed by the administrators and teachers (10/12 – 6/13)
- Every six weeks, SMART goals will be created with the students to monitor the teacher’s progress towards meeting their goals in the above mentioned Teacher Effectiveness Program competencies (10/12 – 6/13)
- The key personnel for these strategies and activities are the administrative team and the teachers.

Budget and resource alignment

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

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

Service and program coordination

- T1 FSF will pay for ongoing professional development afterschool and during the school day.
- The Teacher Effectiveness Program provides funds for substitute teachers to cover the teachers that attend their workshops.
- Title 1 SWP and Tax Levy Fair Student Funding funds are allocated for CITE consultants for ESL, ELA and Math.
- Title I SWP for substitute teachers as regularly appointed teachers attend professional development outside of the school community.

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

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

Major Recommendation

Revise the process of data analysis to establish a systematic and disaggregated review of student performance to further support targeted instruction. Quality Review, page 5

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

_____ 3.2 Enacted curriculum

_____ 3.4 Teacher collaboration

_____ 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

By June 2013, the administrative team will have a system in place for monitoring data at the school-wide level, in order to surface school-wide areas of strength, weakness, and the adjustments that need to be made, as evidenced by our Progress Monitoring Report.

Instructional strategies/activities

- Weekly teacher team meetings will be held with the administrators, data analyst, and teachers to look at and examine data (9/12 – 6/13)
- Bi-weekly inquiry team meetings will be focused on the subgroups performance and results will be shared throughout the school (1/13 – 5/13)
- Periodic monitoring (quarterly) of school-wide data at the administrative level, using sources of data such as Previous year State exam data, Acuity interim assessment results, ECLAS, Fountas & Pinnell, unit tests, teacher made tests, school-wide custom tests, baseline assessments, student work samples, student observations, and Units of Study (9/12 – 6/13)
- Data will be measured by the Data Analyst to identify: sub-group performance, whole class performance, growth by grade, and school-wide growth (12/12 – 5/13)
- After the administration of each bi-monthly common assessments, teacher teams meet to analyze data specifically targeting the performance of students of disabilities (9/12 – 6/13)
- Data will be shared by the administrators and data analyst school-wide through weekly teacher team meetings, and bi-weekly inquiry team meetings (9/12 – 6/13)
- Periodically during faculty conferences, data from various sources is shared with the staff (i.e. ARIS teacher effectiveness trends and ELA and Math growth report for all students including ELL's and students with disabilities)
- After the review of each common assessments, the teachers create class and individual student goals (10/12 – 6/13)
- The key personnel responsible for the above mentioned instructional strategies and activities are the administrative team, the data analyst and teachers.

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Title I/Priority/Focus SWP will be allocated for the school's Inquiry Team and afterschool data analysis to meet bi-weekly on Mondays from January to June. 10 teachers meet for 10 sessions from January through June.
- Title III funds will be used to provide an afterschool program for ELL's, in which the data will be used to inform daily instructional practice.
- Tax Levy FSF will be used to pay for instructional classroom materials used to collect and manage data.

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

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

Major Recommendation

Ensure that classroom teachers and teams utilize data to set short and long term learning goals that are measurable and time-based. Quality Review, page 6.

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

X _____ 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, a minimum of 30% of students will have met the short and long term goals that they created with their teachers in October and throughout the course of the year, based on the areas in which they needed further development.

Instructional strategies/activities

- A minimum of Monthly, Classroom teachers and teams will analyze and use sources of data such as conference note Acuity, ARIS, customized school wide exams, unit tests, Units of Study, teacher-made tests and quizzes, state exams, and student surveys to develop student goal that are responsive to their needs (9/12 – 6/13)
- Bi-monthly teachers will set specific goals based on the information acquired (10/12 – 6/13)
- Daily teachers will create small group targeted activities based on the students needs (9/12 – 6/13)
- Weekly center based activities designed by the teachers will be implemented to provide extra practice for students with certain needs (9/12 – 6/13)
- Three times a week classroom teachers will provide extended day activities geared at student weaknesses (9/12 – 6/13)
- Daily implementation of UDL will be used by teachers in all classroom instruction and activities (9/12 – 6/13)
- The key personnel responsible for the above mentioned instructional strategies and activities are the administrative team and the data analyst.

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- No Title I Priority/Focus money being used
- T1 SWP funds are also available for training to implement Common Core Instructional materials from Pearson in ELA and Mathematics.
- Tax Levy FSF funds are used for purchasing Ready instructional materials.
- T1 SWP funds are used to purchase Reading Street from Pearson, Reading First in addition to supplies and instructional materials.
- T1 SWP and Tax Levy FSF are used to purchase technology that includes projectors, laptops and mounting of Smartboards in the classrooms.



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

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

Major Recommendation

Ensuring that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning at home and in school. Learning Survey, page 10.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

X

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

By June 2013, there will be a minimum improvement of one point respectively in the survey results of parents and students relative their beliefs about safety and respect, as evidenced by our school's Learning Environment Survey results.

Instructional strategies/activities

- Education Futures meet two days a week after school for 17 weeks during the school year.
- During afternoon dismissal partnership with the 73rd Precinct to provide assistance (9/12 – 6/13)
- Respect for All Initiative and on-site counseling provided by the guidance on an ongoing basis (9/12 – 6/13)
- Weekly meetings for the Ladies of Distinction and G.E.N.T.S. advised by teachers (11/12 – 6/13)
- Flag football and basketball sponsored by CHAMPS meets bi-weekly throughout the school year and advised is by the physical education teacher (10/12 – 6/13)
- Partnership with the Brownsville Recreational Center with Swim for Life (9/12 – 6/13)
- Weekly meetings of the Glee club and Gospel club advised by teachers (11/12 – 6/13)
- Acts of Kindness (Lew Wallace dollars) advised by School Based Support Team and the Discipline Committee awarded daily and contingent upon students "Acts of Kindness" (3/13 – 6/13)
- Once a month the school safety team which consists of various staff members (9/12 – 6/13)
- 24 hour NYC DOE Bully hotline for students (9/12 – 6/13)
- Weekly the Mark Morris Dance Group is hosted by a key staff member (10/12 – 6/13)
- Variety of after school programs- BELL, Oasis, and Education Futures (9/12 – 6/13)- BELL(Building Educated Leaders for Life) to provide afterschool instruction five days a week to the students.
- Building Response Team comprised of various staff members (9/12 – 6/13)
- Collaboration with Teacher's Prep School for their students to assist the teacher's afterschool with the 50 minute program overseen by the school psychologist (10/12 – 5/13)
- The key personnel responsible for the above mentioned instructional strategies and activities are the administrative team and various staff members.

Budget and resource alignment

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

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

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

Service and program coordination

- Title I Focus/Priority money is used for after school instruction from Education Futures. There are seven teachers that provide instruction for 17 weeks out of the school year.
- Title I and Students in Temporary Housing funds are allocated for vendors for conduct workshops and assemblies, purchase materials for positive interactions such as positive reinforcement ribbons and bracelets, and parent workshops on other crucial matters.
- Title I SWP funding will be used for transportation for the 8th grade prom in June.
- DYCD grant allows BELL(Building Educated Leaders for Life) to provide afterschool instruction to the students.

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

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

Major Recommendation

Increase the level of Parental Engagement. Principal Review, Goal 3.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment ___ 6.4 Partnerships and responsibility
___ 6.3 Reciprocal communication ___ 6.5. Use of data and families

Annual Goal #5

By June 2013, parental engagement will increase by 5% as evidenced by the attendance sheets from each event.

Strategies to increase parental involvement and engagement

- Monthly Principal's Parent Association/Parent Coordinator breakfast/dinner coordinated by the parent coordinator, principal, and two designated teachers (9/12 – 6/13)
- Monthly Parent Workshops conducted by Community Based Organizations (Brooklyn Empowerment Neighborhood Initiative- BENI, The Leadership Program, and Education Futures (9/12 – 6/13)
- Monthly newsletters and calendars created by staff members (9/12 – 6/13)
- Frequent memos/ notices/ flyers (English and Spanish) to keep the parents informed of what is going on in P.S. 284 (9/12 – 6/13)
- Teachers and administrators will correspond the students grades through Engrade, progress reports, and report cards (9/12 – 6/13)
- Open house/ open school both day and night for the parents to meet with the staff (9/12, 11/12, 3/13, and 5/13)
- Student of the Month celebrations coordinated by the school dean (9/12 – 6/13)
- Dad Take Your Child to School Day (September) coordinated by designated staff members
- 8th grade meetings with the school guidance counselor (Parent meeting on 10/12; ongoing individual meetings with students and parents 9/12 – 6/13)
- Pre-K monthly parent workshops hosted by the Pre-K teacher (10/12 – 6/13)
- Subgroup family meetings held several times throughout the school year with the ESL teacher (9/12, 10/12, and 2/13)
- Parental Feedback (surveys) (twice a year- surveys; ongoing- family activities)
- Family trips (i.e. dinner and plays) with the staff (12/12, 5/13, and 6/13)
- Family night (3/13)
- Monthly assemblies by division (Pre-K – 2, 3-5, and 6-8)- (9/12 – 6/13)
- The key personnel for the above mentioned instructional strategies and activities are the administrative team and staff members.

Budget and resource alignment

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

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

Service and program coordination

- T1 Priority/Focus SWP and T1 SWP money pays for the family trips and parent engagement activities. Trips include Broadway plays and dinner. Parent engagement activities include monthly Principal's breakfasts, information sessions, and workshops.
- Title I SWP funds are allocated for parental engagement such as Principal's breakfast/dinner. Every month the Principal's breakfast and dinner is alternated. For example, one month is it a breakfast and the next month it is a dinner. Alternating between a breakfast and a dinner is done to accommodate parents/guardians working schedules.
- The 21st Century grant provides afterschool and weekend workshops to the parents.
- Universal Pre-K pays for the Pre-K parent workshops and trips.
- Student of the month assemblies are funded by T1 SWP.

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	Peer editing, chunking the text, graphic organizers, visual aids anchor charts, use of technology, multi-draft reading, Education Futures afterschool program and use of outside consultants.	Small group, flexible skill group, and Tutor/Peer Buddy.	Services will be provided daily by the classroom teachers and during the 50 minute block. Education Futures provide services on Tuesdays and Thursdays. BELL services the students five days a week.
Mathematics	Re-teaching, journaling, videos, technology, drill and practice, applying the mathematical practices, real world applications, Education Futures afterschool program and use of outside consultants.	Model with mathematics, flexible skill group, conferencing, one-to-one.	Services will be provided daily by the classroom teachers and during the 50 minute block. Education Futures provide services on Tuesdays and Thursdays. BELL services the students five days a week.
Science	Afterschool enrichment/test sophistication for 4 th and 8 th grade students.	Small group laboratory and classroom instruction.	Afterschool and weekend instruction beginning April 2013.
Social Studies	Afterschool assistance for 8 th grade projects.	Small group instruction	Afterschool assistance for 8 th grade projects.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Respect for All Initiative, During the week of February 11 – 15, the school implemented a full week of activities that involved the staff and students. During that week, we addressed bullying using various techniques.</p>	<p>Small Group and whole group instruction.</p>	<p>During the school day.</p>
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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.

Highly Qualified Teachers will be recruited through the use of Teacher's of Tomorrow program and the New Teacher Finder. Teachers recruited to work at the Lew Wallace School will be eligible for tuition / student loan reimbursement as a result of our Title I status with the United States Department of Education. Additionally, the Lew Wallace School will reimburse teachers for expenses incurred as a result of tuition to reach Highly Qualified status. Professional development opportunities will be offered to those teachers that are not Highly Qualified.

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. P.S./I.S. 284 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 in addition to providing families with workshops using Engrade and ARIS;
- 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 via school calendars, monthly newsletters, school messenger and school memos;
- Brooklyn Empowerment Neighborhood Initiative (BENI), The Leadership Program, and Education Futures will provide 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. The Parent Coordinator has the ability to maintain constant communication with parents through the use of a school provided Blackberry;
- CBO's and school staff will 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;
- Pupil Personnel secretary translates all critical school documents. Interpretation is provided during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event during the Principal's monthly breakfast/dinner 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/Night events and Family Outings;
- 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 (i.e., Dads Take Your Child to School Day) 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 a web publication designed to keep parents informed about school activities and daily homework assignments (www.ps284.org);

- providing monthly school calendars for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

P.S./I.S. 284
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.

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

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

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

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

Part I: School ELL Profile

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

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

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

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	542	Total Number of ELLs	35	ELLs as share of total student population (%)	6.46%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL

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

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

Programs

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	25	5	4	8	0	4	1	0	1	0
Total	25	5	4	8	0	4	1	0	1	0

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	Hispanic/Latino: ___
	Other: ___

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

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

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

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

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

Courses Taught in Languages Other than English 

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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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

A. Programming and Scheduling Information--Continued

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

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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#5. Our targeted intervention programs for ELLs in ELA, Math and other content areas as follows: For ESL instruction we use a Pull-Out/Push-In organizational model. The ESL teachers work collaboratively with general education classroom teachers on student scheduling and programs. The students are picked-up daily by the ESL teacher for instruction. Those students who are not already clustered together in the same classroom on each grade are taken to their respective ESL classrooms for instruction. Students are homogeneously grouped in various ways (by proficiency level, interests, needs, etc) for instruction, so that it is specifically targeted to meet the needs of the students in each group. In grades 3-8, the ESL teacher also pushes in for instruction and works collaboratively with classroom teacher. Lessons are supplemented and adapted to meet students' needs as well and some of the intervention strategies used by all teachers are conferencing, guided writing, and guided reading support. Additional support will also be provided to all ELLs during After school and our 50 minute tutorial period.

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

#7. For the upcoming school year the new programs or improvements that will be implemented is as follows: In addition to providing students with the mandated ESL 360 minutes per week, our Beginners and Intermediate students receive an additional 37 1/2 minute period of instruction geared specifically to their vocabulary development, Phonemic awareness, and Listening skills Mondays through Thursdays. All students will participate in the Imagine Learning English Technology Program to strengthen their language skills in the four modalities. All ELL students will receive their mandated ESL allotted instructional time based on student's proficiency level. Beginners and Intermediate students will receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. ESL lessons are structured to teach academic vocabulary, grammar, sentence structure/building, story comprehension, and also allow students to engage in meaningful literacy response, enjoyment and expression. ESL teachers will work collaboratively with classroom teachers to plan lessons and meet students needs. Teachers of ELLs will supplement their lessons using a variety of literacy strategies, technology, and activities.

#8. The program/services for ELL that will be discontinued are none.

#9. In order to make content comprehensible to enrich language development, core content area instruction is provided through a scaffolded English approach during the student's Literacy Block. Some of the strategies that will be used are a balanced approach to teaching literacy via activities such as read alouds, shared reading, guided reading, modeled writing, guided writing, and independent reading and writing; as well as regular conferencing with students about their work/needs, during writing, reading and math. Methodologies used include the Total Physical Response (TPR), WEST ED QTEL reading strategies, read aloud, Language Experience Approach, KWL, and activities in all four language modalities (listening, speaking, reading, and writing).

ELLs: Bilingual/ESL students will participate in our after school program, which provides targeted instruction in the specific areas of need for each student, NYSESLAT preparation, and instruction on their grade level promotional standards in English. Students will receive small group and individualized instruction for the purpose of identifying and addressing their individual needs, and developing and strengthening their literacy, math and language skills. The classroom and ESL teachers will use NYS-ESL standards, instructional strategies and alignment to Core Knowledge curriculum, Balanced Literacy and the application of the district ESL prototype. All instruction will also comply with CR Part 154 Regulations.

#10. The Instructional materials support the learning of our ELL population are: We use an eclectic approach which includes dual language libraries, Trophies/Moving Into English, Achieve 3000, Balanced Literacy Program as the reading program, Santillana Intensive English Program, which is used to elicit language development and develop cognitive academic vocabulary, Spanish/English dictionaries, picture dictionaries, thesaurus: Synonyms and antonyms, encyclopedia, word walls charts, Attanasio & Associates NYSESLAT preparation booklets K-8, big books, and audio cassette libraries. All teachers attend in-house professional development opportunities in order to better serve our ELL population.

A. Schools with Dual Language Programs

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

N/A to K284

A. Professional Development and Support for School Staff

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

#1. This year our ESL teacher will receive one on one professional development support that will be directly provided to her on an on-going

A. Parental Involvement

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

#1. To continue to increase and ensure the continued involvement of our ell parents, each month our Principal, ESL Teacher, and Parent Coordinator will collaborate and prepare for and co-facilitate our monthly "Principal's Breakfast" parent meetings. At these meetings we will continue to address their concerns and/or questions, as well as provide them with up to date information about their children's performance in all of their academic subject areas. We hope to increase and improve our communication with ELL parents this year by soliciting the support of the eLL parent on our SLT during ELL parent meetings and during SLT meetings to get her valuable feedback on ways that we can continue to refine our efforts to meet the needs of our ELL parents. However, based on the verbal feedback given to me at our last ELL "Principal's Breakfast" parent meeting, all parents who attended felt the school went above and beyond to meet their needs. As a result, they were quite satisfied with having their children attend our school.

#2. Our school will continue to participate in the bi-monthly trainings offered by our CFN partners and the Brooklyn BETAC office.

#3. We will continue to evaluate the needs of our ELL psarents by sending home surveys, interviewing with them during our monthly scheduled parent meetings.

#4. Our parental activities specifically address the needs of our ELL parents, because they are designed with their specific needs/interests in mind, and via the advice of the ELL parent on our SLT, who is very active on the team. Each month, the Principal holds a "Principal's Breakfast" meeting with the parents of all ELLs, where at that meeting, parents are encouraged to share with her, their concerns, questions, and needs. Therefore, via these meetings we have ample opportunity to communicate with the parents of our ELLs to address their concerns and needs. In addition, ELLs parents are given materials to help their child(ren) at home to reinforce what they have learned academically, and some strategies are: extra homework materials, testing information, information regarding the ARIS portal, information regarding websites that they can use at home, additional reading materials (if requested) to reinforce what they have learned in their language.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0

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

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

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

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

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

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

#2 Data patterns across the LAB-R and NYSESLAT show that our students tend to perform much better on the listening and speaking portion of the exam, than they do on the reading/writing portion, scoring at least a level below on the reading and writing portion of the exam than they do on the listening/speaking section. Consequently, our teachers (especially those in grades 3-8, have been informed that all ELLs must be heavily immersed in reading and writing activities. These students must also be conferenced with in reading and writing weekly at a minimum. ELLs in grades 3-8 are also enrolled in the 50 Minute extended day period and our After School program, so that they may receive additional academic support, particularly in the areas of reading and writing.

#3 Based on our analysis of the data and all relevant findings, the following are implications for our school LAP and instruction for grades K-8.

- Our English Language Learners (ELLs) need to receive more rigorous support that is specifically designed to meet their individual language needs. LAP data analysis indicates that ELLs easily mastered listening and speaking skills but they need intense practice in reading and writing.
- ELLs need to be more engaged in interactive reading comprehensive lessons through our grade level Reading Programs.
- teachers of ELLs need to reinforce literacy strategies throughout the content area, infuse more ESL strategies in all classes, and need to consistently refer to the ESL standards as a guide to their instruction in all content areas.
- ELLs must improve in their English grammar skills and academic vocabulary in context via pervasive instruction in grammar and vocabulary, both orally and in written context.
- Teachers of ELLs need to stress more writing reports in Social Studies, Math, and Science, as well as narrative procedures, narrative accounts, and persuasive essays.
- Teachers of ELLs need to continue the use of Scaffolded writing material and model the use of graphic organizers such as Four Square Methods, and KWL reading and writing strategies.
- Teachers of ELLs need to continue the provision of intensive Academic Intervention Services (AIS) to all students who are not meeting State standards: (including Extended Day).
- The ESL and classroom teachers need to collaborate to maintain Language Experience Portfolios on all grades for each ELL student in order to assess students' strengths and weaknesses in particular areas of language development and to serve as a tool for academic intervention.
- Continuation of instructional strategies based on Balanced Literacy with includes 90 minutes block with writing activities based on the workshop model.
- Teachers of ELLs need continued differentiated Professional Development (PD) to meet their individual pedagogical weaknesses.
- Continue to provide balanced literacy instruction via read alouds, shared reading, guided reading, independent reading, and writing activities for all ELLs.

#4 According to testing data in English Language Arts, Math, Science, and Social Studies, patterns across proficiency levels indicate that the majority of our English speaking ELL students are either approaching proficiency or are proficient in the areas tested. When our students are tested in English, as compared to their native language, data indicates that the majority of the English-speaking students are approaching or, are at proficiency level in the tested area, when tested in reading, writing, spelling and listening.

The school leadership uses the results of the ELL's Interim Assessment to further monitor student achievement and proficiency in reading, writing, and listening. The data gathered from the assessment is discussed with the ESL and classroom teachers, so that they are aware of the results, and can effectively plan for future instruction. Strategies for instruction are discussed as well. Additionally, on a daily basis during classroom instruction, teachers with ELL students work with them individually and in small groups, to address areas of deficiency. Whenever possible, the ESL teacher conferences with the classroom teacher to plan and strategize, in order to maximize ELL support.

Based on the data collected, we are using the LAP as a guide that will help us focus on improving the indicated areas of deficiency, during instruction. To that end, the LAP will be distributed to the teachers or all ELL's during a study group meeting.

Additional Information

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

Paste additional information here

Native Language Tests

of ELLs scoring at each quartile

of EPs (dual lang only) scoring at each quartile

Part VI: LAP Assurances

ELE (Spanish Reading Test)								
Chinese Reading Test								

School Name: <u>Lew Wallace</u>		School DBN: <u>23K284</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shenean Lindsay	Principal		12/1/11
Keva Pitts-Girard	Assistant Principal		12/1/11
Janie Sanders	Parent Coordinator		12/1/11
Dawn Lavelle	ESL Teacher		12/1/11
Lucy Sojos	Parent		12/1/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01

School Name: Low Wallace

School DBN: 23K284

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for the direct instruction supplemental program is to support ESL students who are at risk in the area of English Language Arts and mathematics. We will target ELLs who scored at the beginning or intermediate range on the Spring 2012 NYSESLAT, the fall 2012 English LAB-R, or who are not making adequate progress as determined by ELA/Math data. This will be determined by reviewing students' ongoing mathematics assessment data. We will assess students' gains from the 2013 NYSESLAT.

Most ESL students did not make one year or more progress on the most recent New York State Assessment. Therefore, ESL students in grades 3-8 will be targeted for after-school support with one ESL and two common branch teachers. They will also receive services during a Saturday school program for 3 weeks with one ESL teacher and one content area teacher. The ESL teacher will be present on all days with each of the groups being served. Direct instruction will take place through the use of instructional strategies such as DOK (Depth of Knowledge) and UDL (Universal Design for Learning). Through the use of these strategies, students will receive instruction in English and support in their native language which meets their academic needs and support critical thinking acuity. The focus will be on improving reading comprehension skills, fluency, remedial math computation skills (addition, subtraction, multiplication, and division), and math problem solving skills. Last, the Daybook for Critical Learning, Moving Into English, the Nonfiction Reading Series, and guided reading libraries will be used to support direct instruction and the language development of students served. Additionally, technology will be implemented and targeted ELLs will use the following software: Achieve 3000, Vmath Live, and the Reading Smart/Reading Mate program.

English language development support will be provided by an ESL certified teacher in the following ways. The ESL teacher will use a variety of graphic organizers, paraphrasing of materials, think-alouds, manipulatives, visuals, imagery, and word walls to support the English language development of the ELLs in the supplemental instruction program. Further, the ESL teacher will identify troublesome academic vocabulary words through the use of bilingual dictionaries and allowing students to create their own analogies to aid them in remembering the word(s). Text will be broken down and paraphrased by the ESL teacher to ensure comprehension. Also, students will be given multiple opportunities to engage in turn and talk, think-pair-share, small group, and whole group discussions in order to build their oral language skills in English. Also, the ESL teacher and the content teacher will use Integrated Language Teaching techniques to support the English language development of the ELLs.

The after-school component of the supplemental instructional program will begin on January 15, 2013 and end on May 6, 2013. Students in grades 3-5 will be served once per week and will receive 13 sessions of supplemental instruction that will last two hours each. Students in grades 6-8 will be served once per week and will receive 12 sessions of supplemental instruction that will last two hours each. Students in grades 3-5 will receive the supplemental instruction on Tuesdays from 3:30 PM - 5:30 PM and students in grades 6-8 will receive the supplemental instruction on Thursdays from 3:00 PM - 5:00 PM. Additionally, students in grades 3-8 will receive three hours of supplemental instruction on 3

Part B: Direct Instruction Supplemental Program Information

Saturdays in May from 8:30 AM - 11:30 AM.

Part C: Professional Development

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

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

Begin description here:

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

Part D: Parental Engagement Activities

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

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

Begin description here: Parent Engagement is critical to the success of students and the general school community. Parents will be invited to participate in minimum of 10 workshops from October through June. The events and workshops will support the academic and social progress of their children. Workshops and events will be hosted by the Parent Coordinator, Parent Association, 21st Century Partnership, BENI, and other providers as needed. Parents will receive notification through School Messenger, Fliers, and the school website. Topics to be covered will consist of : Adapting to a English Language Environment, How to Support Students Transitioning to English, Understanding the Importance of Assessment/How to Use the Parent Aris Link, and other cultural workshops. Parents will be provided information from meetings in their home language. All communication (i.e. letters, fliers, phone messenger, school website) about school events and parent meetings will also be provided in the

Part D: Parental Engagement Activities

parent's home language. Additionally, a bilingual staff member will be made available at all parent meetings to translate and ensure non-English speaking parents have full access to the meetings.

Part E: Budget

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

Allocation Amount: \$

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