



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

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

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

PRINCIPAL: NICOLE PERRY EMAIL: NPERRY@SCHOOLS.NYC.GOV

SUPERINTENDENT: **EVELYN SANTIAGO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nicole Perry	*Principal or Designee	
Sandra Cauthen	*UFT Chapter Leader or Designee	
Georgette Lee	*PA/PTA President or Designated Co-President	
Robert Oquendo	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tanitra Moffett	Member/Parent	
Quine Jackson	Member/Parent	
Linoshka Rhymer	Member/Parent	
Jamie Rivas	Member/Parent	
Lenox Small	Member/ Teacher	
Joseph Disilvio	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) 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 one or more 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

- School leadership should create a systematic method for conducting both formal and informal observations. This system should provide additional opportunities to observe teachers who are new or developing and provide these teachers with specific feedback and actionable next steps for improvement. (SQR, 2012 p.4)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, 100% of teachers will receive monthly feedback from administration using Danielson's Framework as a guide and a tool to measure advancement towards high quality instruction and success in reaching all students in grades Kindergarten through five resulting in more frequent observations throughout the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - timeline for implementation.
- In September 2012 all teachers will receive a copy of the Danielson's Framework to use as a tool to develop a common language and understanding of what quality teaching looks like. From September 2012 through June 2013 administrators will conduct brief observations in addition to formal observations and provide timely, frequent, and comprehensive feedback to teachers. The framework will be used to measure effectiveness of informal lessons during feedback sessions between teachers, administrators, coaches, and teacher mentors.
- From September 2012 through June 2013, the Literacy Coach, Math Coach, Assistant Principal and the Network will provide professional development on teacher effectiveness for all teachers around the 2012 – 2013 CIE key Danielson's competencies, 1E (Designing Coherent Instruction), 3B (Effective Questioning and Discussion Techniques) and 3D (Using Assessment in Instruction) with a specific emphasis on 3B as evidenced through classroom observation and student work data from all subgroups.
- From September 2012 through June 2013 new teachers will receive mentoring from experienced teachers to support them in differentiating their instruction according to Universal Design for Learning for all subgroups including ELLs and SWDs.
- In January, March, and May of 2013 teachers will engage in lesson plan studies to look for areas in need of development using Danielson's Framework, Webbs' Depth of Knowledge and UDL as frames of reference.

Budget and resource alignment

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

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

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

Service and program coordination

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

The Literacy Coach and Math Coach position was maintained to provide additional support to new and experienced teachers in the area of ELA and Mathematics Teacher Teams meet during Common Prep periods,
Data Prep periods were used to align curriculum and assessments with the Common Core Learning Standards and new ELA and Math shifts under the guidance of the Math Coach and the Assistant Principal.

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

- School leaders should seek comprehensive PD in the implementation of the TCWP to ensure that all key components, including content, the development of notebooks, mentor texts to support units and the implementation the architecture of a min-lesson for lesson planning structures are a part of the ELA curriculum. These elements should be monitored in the classrooms to ensure that they are used to improve ELA instruction and ensure that they are used to improve ELA instruction and ensure that ELA instruction is consistent within and across the grades. (SQR, 2012 p.3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By June 2013, all K-5 teachers will be provided with professional development (on and off-site) based on their units of study which will include collaborative unit and lesson planning, explicit teaching points that are data-driven, common core learning standards based, and reflect grade specific curricular calendars; resulting in the inclusion of teaching points that are aligned to common core learning standards and support all students, including ELLs and SWDs as measured by the use of newly learned strategies in student products as evidenced by signatures on attendance sheets.

Instructional strategies/activities

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

Our partnership with Teachers College, which begins in September 2012 and lasts through June 2013, provides us with 20 site based staff development days. Each TC day is focused on supporting teachers with analyzing student data using Common Core Aligned Rubrics, TC Benchmark (Running Record) data, and conference notes to inform instruction. Staff developers also support teachers in creating unit maps, following the Workshop Model, and developing effective lessons for fiction and non-fiction reading and writing that meet the specific needs of all students including ELLs and SWDs. The following is a list of instructional activities /strategies that teachers are utilizing:

- Writing on Demand (WOD) pre and post assessments, teachers look at student work during data preps to aid in unit/lesson planning
- Lessons will include small group, shared reading and writing experiences, and differentiated student work aligned to the teaching points to maintain student engagement. Teaching strategies will include questioning, scaffolding, class routines and multiple entry points to support all learners including ELLs and SWDs.
- Teachers scaffold lessons through shared reading and writing experiences, and shared practice prior to independent work time
- Teachers differentiate through small group work such as guided reading and writing
- Mentor texts are used to provide students with a common reference for discussion and practice

- Teacher created writing samples demonstrate for students the expectations at each performance level
- DOK used in questioning to scaffold higher order thinking skills for students
- Process/Teaching charts are used to explicitly teach and as a reference tool for students
- Teachers view demo lessons and debrief in team meetings
- Performance-Based Assessments

Focus/Priority funds will be used to support professional development, collaboration, and common core based curriculum planning to address the needs of all students including those in our priority/focus demographic (SWD and African American students) with ELA instruction.

- 8 Smarties after-school teachers receive 7 hours of professional development through interactive webinars and tutorial supported by the Smarties director of instruction. After-school sessions are 1.5 hour sessions over 28 days.
- 5 Saturday school teachers collaborate to develop a data driven CCLS aligned literacy curriculum (using the benchmark Rally ELA Assessment) for 10 sessions using NYReady materials.

From October 2012 through June 2013, our TC staff developers support teachers in unit and lesson planning in addition to teaching demo lessons and looking closely at the student work of all subgroups of students, including ELLs and SWDs to identify needs. This work is also supported and continued on a weekly basis by the literacy coach and the assistant principal, who facilitate data preps.

Teachers assess the reading levels of all students according to the TC Benchmarks 5 times a year (Sept, Nov, Jan, Mar, June) and regroup students according to their current performance levels after each benchmark assessment period. Students also complete writing on demand (WOD) pieces at the beginning and end of every writing unit to assess student strengths and areas of improvement and to inform instructional planning. Teachers also create reading pre-assessments that are given at the beginning of every reading unit to inform instructional planning. The following is a list of ways that we monitor and evaluate the progress and effectiveness of the strategies and activities:

- data preps (once a week)
- Rally ELA benchmark assessment (twice a year)
- TC benchmark running records (5 times a year)
- WOD assessments (every TCRWP writing unit)
- Staff developer debriefs
- Formal and informal observations and walkthroughs
- After-school Rally ELA scoring of constructed response to inform instructional planning
- Common Core aligned student checklists and rubrics for writing assessments

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: Priority/Focus funds

Service and program coordination

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

TC is paid for using other funds for curriculum and staff development.

Our partnership with Teachers College was renewed to support our curricular needs and teacher development using Title I funds.

Our TC staff developer provided 20 site based coaching visits.

The Literacy Coach position was maintained to provide additional support to new and experienced teachers in the area of ELA (Title I).

Teachers attend professional development workshops at Teachers College and receive on-site training through lab-sites at the school with a Teachers College Staff Developer (Title I SWP) 20 calendar days

Smarties (SES program) paid through Focus/Priority funds supporting SWD and African American (the focus demographic) employed 7 teachers and 1 teacher as supervisor for 28 sessions at 1.5 hours each.

Our Network Support Specialists are funded through our Children First Network budget. (1 time per week)

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

School leaders should seek PD from the network and external agencies to develop methods for using data to drive instruction. This PD regarding data driven instruction best practices should provide teachers with next steps for how to group students, differentiate instruction and collect, analyze, and use data to improve instruction to meet the needs of all students, including identified subgroups in ELA. School leaders should monitor the implementation of data use in classrooms through regular observations. (SQR, 2012 p.2)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
_____ 4.2 Instructional Practices and strategies _____ 4.4 Classroom environment and culture
_____ 4.3 Comprehensive plans for teaching x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, 100% of classroom teachers in grades K-5 teacher teams, including co-teacher teams, will meet once per week to analyze student work and periodic assessment data to drive instruction. Teacher teams will identify specific strengths and needs and align instructional strategies as evidenced by their unit and lesson plans, resulting in improved student achievement and progress toward goals for all students including SWDs and ELLs students as measured by student work and assessment results.

Instructional strategies/activities

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

Data preparation periods for all teachers, including co-teaching teams, will be scheduled once a week to provide teacher teams collaborative planning time to analyze data and craft unit and lesson plans addressing class/grade trends. The following is a list of some of the strategies and activities that teachers utilize during data preps:

- Creating differentiated guided reading groups based on the TC Benchmarks
- Using periodic assessment data reports to inform instruction and grouping
- Meeting with external consultants from Web Visibility Media to analyze the ELA Rally results
- Looking at CCLS aligned Performance-Based Assessment data to inform unit planning
- Looking at Writing On Demand (WOD) student samples to inform instruction and differentiated grouping

School leaders and coaches will facilitate and monitor data preps biweekly to assist teacher teams in grouping students based on data and differentiating instruction

to meet the needs of all students.

School leaders will monitor the implementation of data use in classrooms during bimonthly observations and snapshots. School leaders will analyze school-wide data (TC Benchmarks, PBA, and ELA Rally) to monitor the effectiveness of focused data-driven instruction. Teachers are required to submit data prep meeting minutes to inform administrators of data analysis.

Teachers meet weekly for data preps. The data analyzed at each meeting is determined by the most recent assessments given according to the school calendar:

- TC Benchmarks are analyzed 5 times a year (Sept, Nov, Jan, Mar, June)
- PBA data is analyzed twice a year (fall and spring)
- Periodic Assessment data is analyzed twice a year (fall and spring)
- WOD data is analyzed at the beginning and end of every writing unit

As of September 2012, the Network Special Education Achievement Coach will support special education teachers of self-contained classes on a weekly basis with acquiring strategies to support students with special needs through direct support and by providing opportunities for professional development. She will also provide co-teacher teams with professional development on and off site to support partnerships and instruction. This work will take place during her weekly visits to the school.

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
x Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 _____

Service and program coordination

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

The Special Education Achievement Coach is provided by the Network (1 day per week)
Data Analysis Strategist/Consultant from Web Visibility Media - 2 calendar days + 15 hours spent for data analysis presentations

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

- School leaders should reach out to the community based organization that currently operates a health clinic in the building for assistance in securing additional student support service staff to support the high needs population of the school. (SQR, 2012 p.4)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- By June 2013, 100% of students enrolled for services at the Bedford-Stuyvesant Family Health Center at PS309, through the partnership with BSFHC, will be educated about preventative health measures and taught the necessary skills to address any chronic or temporary medical needs in a sustained environment that supports the development of well-rounded children who are healthy, physically and emotionally.

Instructional strategies/activities

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

The school medical office will focus on preventative health measures such as asthma, immunizations, obesity, and nutrition. The following is a list of strategies and activities that the school medical office will utilize over the course of the year:

- Providing free yearly physicals, flu vaccinations, and immunizations
- Yearly BMI obesity screening for the entire school population
- Targeted nutrition and healthy eating habits counseling for obese students
- Targeted asthma medication and prevention counseling for asthmatic students
- Town Hall Lunch Meetings to address health and nutrition school-wide
- Upper grade health and hygiene meetings separated by sex

The medical office at PS 309 receives staff and resources from the Bedford-Stuyvesant Family Health Center. The following is a list of key personnel who collaborate to meet the needs of the students:

- Physician's Assistant and Medical Assistant (BSFHC)
- Supervising Doctor and Supervising Manager (BSFHC)
- Physical Education teacher
- Guidance Counselor
- School Social Worker
- Parent Advocate

- Parent-Teacher Association

The medical office monitors the progress, effectiveness, and impact of the strategies and activities by assessing student health on a yearly basis. The entire school population receives BMI obesity screening and targeted subgroups receive yearly asthma assessments and weigh-ins. The medical office also compares analyzes yearly physical and immunization data.

The following is a timeline of various health assessments that are administered over the course of the year:

- Asthma Assessment (fall)
- BMI obesity screening (spring)
- Flu Vaccinations (Sept – Feb)

Physicals and Immunizations (year round)

Budget and resource alignment

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

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

Service and program coordination

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

The Bedford-Stuyvesant Family Health Center partnership

Our PA is a member of the School Wellness Committee which operates according School Wellness Council (SWC) grant for 2012-2013.

Our Guidance Counselor is funded by Tax Levy funds. Our Parent Coordinator is funded by Tax Levy Parent Coordinator funds.

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

Parents should be involved in the decision making processes within the school. The school leaders should seek network support in working with the SLT to develop parents' understanding of their responsibilities for setting goals for the CEP. The CEP should be a regular agenda item addressed during SLT meetings and all members of the SLT should be involved in developing and monitoring the CEP goals. (SQR, 2012 p.4)

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

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

By June 2013, all of the parent members of the SLT will be involved in the decision making processes within the school as evidenced by their contributions to the development of the SCEP goals and attendance at SLT meetings as measured by attendance sheets, minutes, and agendas.

Strategies to increase parental involvement and engagement

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

SLT members will attend SLT monthly meetings and sign an attendance sheet.

Parents will be provided with professional books to support their child's academic achievement and to further support the goals of the SCEP

The SCEP will be added to the agenda for each monthly meeting by the SLT Chairperson.

SLT members will be supported by school staff members in using the Citywide Instructional Expectations to formulate school goals for the SCEP in January.

SLT members will receive support from the District Family Advocate, the Network, the parent coordinator and administrators to develop their understanding of their responsibilities for setting goals for the CEP and monitoring progress using the CIE

Budget and resource alignment

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

x Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I 1%

Service and program coordination

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

Tax Levy Funds and Title 1 will be utilized.
Professional texts for parents will be purchased and distributed.

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	<p>Fountas and Pinell Leveled Literacy Intervention Program (Tier II intervention.</p> <p>Foundations from Wilson Language Basics grades K-3 (Tier III intervention for students in grades K-2.</p> <p>Wilson (Tier III intervention for students in grades 3-5.</p> <p>Guided Reading Practice for students in grade 1 (37.5 minute program)</p> <p>CARS & New York STARS CCLS Reading Comprehension Practice for students in grades 2-5 (37.5 minute program)</p>	All AIS services are delivered through small group instruction.	Tier II and Tier III intervention is provided during the school day in 50 minute sessions 4.5 days per week. The 37.5 minute program is conducted Monday through Thursday before the school day begins.
Mathematics	The use of Math Steps during the 37.5 minute program to build fluency solving problems from the list of	All AIS services are delivered through small group instruction.	The 37.5 minute program is conducted Monday through Thursday before the school day begins.

	Major Clusters for each grade level.		
Science	AIS students in grades K-2 and grades 3-5 receive additional support in the area of Science through literacy using the Fountas and Pinell Leveled Literacy Intervention Program (Tier II intervention), Guided Reading Practice for students in grade 1 (37.5 minute program), and the CARS & New York STARS CCLS Reading Comprehension Practice for students in grades 2-5 (37.5 minute program)	All AIS services are delivered through small group instruction.	Tier II and Tier III intervention is provided during the school day in 50 minute sessions 4.5 days per week. The 37.5 minute program is conducted Monday through Thursday before the school day begins.
Social Studies	AIS students in grades K-2 and grades 3-5 receive additional support in the area of Science through literacy using the Fountas and Pinell Leveled Literacy Intervention Program (Tier II intervention), Guided Reading Practice for students in grade 1 (37.5 minute program), and the CARS & New York STARS CCLS Reading Comprehension Practice for students in grades 2-5 (37.5 minute program)	All AIS services are delivered through small group instruction.	Tier II and Tier III intervention is provided during the school day in 50 minute sessions 4.5 days per week. The 37.5 minute program is conducted Monday through Thursday before the school day begins.

<p>At-risk services - Guidance Counselor</p>	<p>The Guidance Counselor uses student oriented activities and peer mediation using the Mediation Skills program from Sunburst Visual Media programs to provide support to students experiencing sudden stressors such as a death in the family, separation, or sudden loss.</p>	<p>The Guidance Counselor provides at-risk support to students during one-to-one, small group sessions, and lunch clubs.</p>	<p>At-risk services are delivered to students during the school day.</p>
<p>At-risk services - School Psychologist</p>	<p>Services to at-risk students are provided in an indirect manner. Teachers consult with the psychologist regarding students that are exhibiting academic and behavioral concerns. Strategies are reviewed that may work with the students to address their need. The school psychologist participates on the Child Study Team which meets to discuss students and develop intervention plans to address the referral question(s).</p>	<p>The school psychologist works with the students' parent(s) to get them connected with medical facilities to provide the student with ongoing social-emotional support. The school psychologist is available to provide counseling to students who are in crisis (e.g., experiencing suicidal thoughts, grief reaction, and/or trauma).</p>	<p>At-risk services are delivered to students during the school day.</p>

<p>At-risk services - Social Worker</p>	<p>The school social worker provides a variety of at-risk services to students and their families in the community. Ongoing work with children may include a referral for outside counseling or family counseling. The social worker often meets with parents and teachers to open up lines of communication, which allows for a greater understanding of problems and the creation of appropriate interventions. These interventions involve collaboration between the parent, teacher and student.</p>	<p>Students are seen for short term work related to issues of loss, such as a death in the family or a family separation. Parents and teachers are also free to come in for consultations that may lead to a recommendation for at-risk counseling or may involve a discussion on how to develop an intervention for a particular problem. Daily crisis work involving students who may have had difficulty with a peer during lunch or a problem with the teacher is also a part of the at-risk work.</p>	<p>At-risk services are provided 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.

100% of all teachers are highly qualified.

Teacher candidates are selected through the New Teacher Finder, the Open Market Hiring System, and with the support of the Office of Teacher Recruitment and Quality. A hiring committee consisting of an administrator and teachers with general and special education licenses is assembled to develop criteria for recruitment and to review resumes of applicants. The criteria are used to develop interview questions posed by the administrator during interviews. Teachers are assigned to positions based on their pedagogical licenses and experience. New Teachers are provided with support from experienced teachers as mentors to strengthen their practices. New and experienced teachers are provided with tailored professional development based on needs identified during formal and informal observations.

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

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

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

**PS 309K
PARENT INVOLVEMENT POLICY (PIP)**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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:

- 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
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- hosting educational family events/activities throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men, parents/guardians, grandparents and foster parents asserting leadership in education for their children
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

**SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED**

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 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;
- 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;

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
- 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- 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;
- Dress students in their school uniform

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	365	Total Number of ELLs	21	ELLs as share of total student population (%)	5.75%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	3	3		5								15
Chinese														0
Russian														0
Bengali	1	1			1									3
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1									2
TOTAL	4	2	4	4	2	5	0	0	0	0	0	0	0	21

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

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

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

A. Programming and Scheduling Information

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

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

The organization of the staff ensures that the mandated number of instructional minutes for all ELLs at P.S. 309 is provided according to proficiency levels in the ESL program. Grades K, 1 and 2 have 360 minutes of ESL on Monday, Tuesday and Wednesday for two periods each day of 60 minutes each in the afternoon. Grades 4 and 5 have the first three periods on Monday, Tuesday, and Wednesday totaling 360 minutes- Reading Workshop/Writing Workshop/Math-one student has 180 minutes of ELA/ESL. Grade three has 360 minutes Thursday and Friday, four periods each day- Reading Workshop/Writing Workshop/Math. Grade 2 has Thursday and Friday for a push in period-Science/Social Studies- each day in the afternoon. The remainder of the Grade 2's 360 minutes are with Grades K and 1. Periods are 50-60 minutes each. ESL, ELA, and NLA (NLA-strategic homogeneous linguistic grouping, bilingual dictionaries, materials in the native language, explanations by staff who speak the language) instruction includes literature and content-based instruction that is aligned to the New York State learning standards. Teachers' College Reading and Writing Workshops are used in the ESL Program as well as Everyday Math (see above). Some methods used are sheltered English and scaffolding strategies - modeling, bridging, contextualization, schema building, text re-presentation and metacognition - these scaffolding activities promote the use of language in meaningful ways- and others that come up over the course of the year. Differentiated instruction for ELL subgroups/ELL-SWDs included (beginners, less than three years (newcomers): consists of semantic webs - a way to collect and organize information, for example, what we already know about a subject; say it again - a listening activity that provides practice in pronunciation, stress, and intonation; picture sequencing - a set of pictures that tell a simple story; jumbled sentences - the child dictates a sentence that relates to him/herself or to a book that has been read, teacher writes it on a sentence strip and cuts it into words, the child sorts the words back into the correct order; picture and sentence matching- could be based on a book that is being read in class, etc. Students with Interrupted Formal Education (SIFE) as well as long-term ELLs/ELL-SWDs (completed 6 years) receive extended instructional time in small groups through after-school classes or one-to-one tutoring, Saturday programs, and/or summer programs (budget permitting). Instructional plan includes differentiation according to the needs and strengths of the student based on the student performance data on multiple assessments.

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:

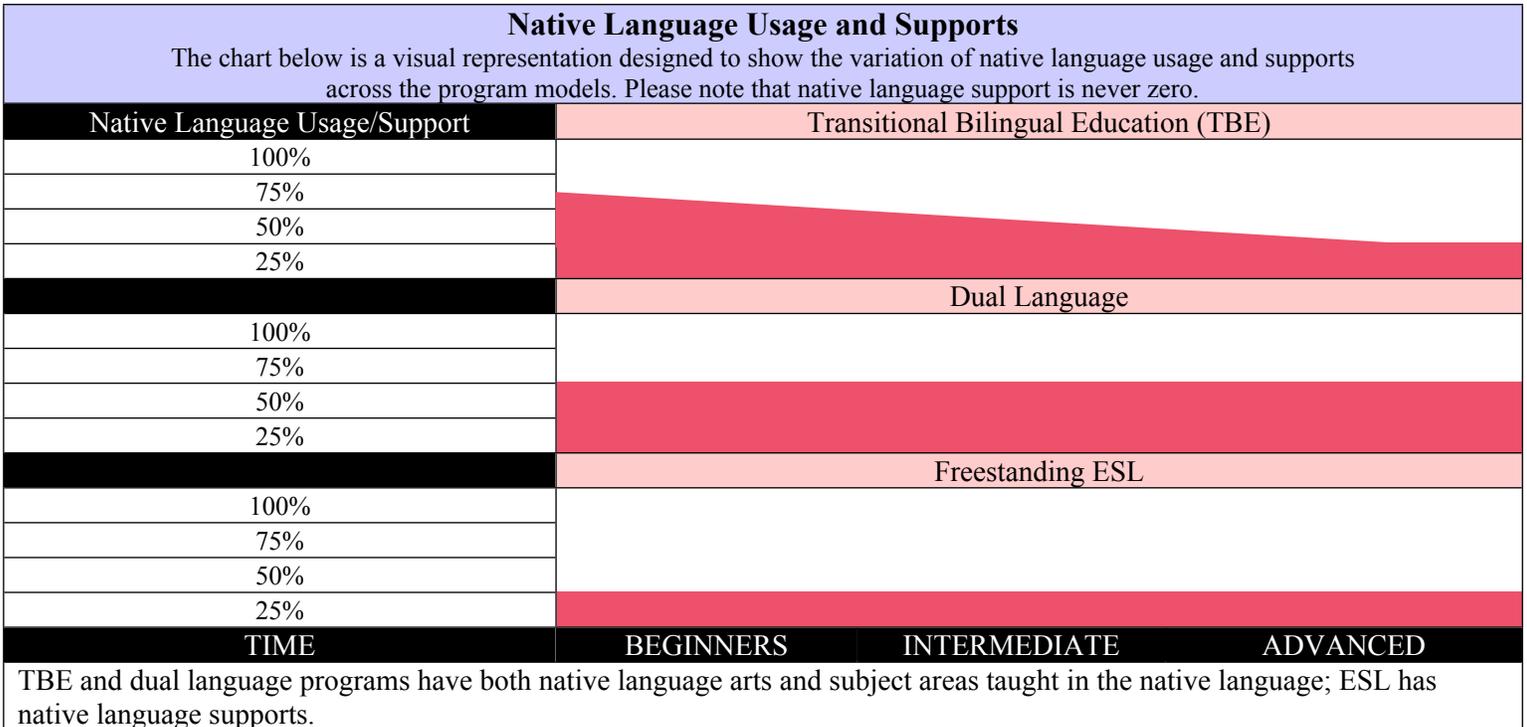
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

work/conferring, word work, language development; mathematics workshop model that includes a mini lesson, computation practice, independent and/or small group work, sharing; content area instruction (science). The school also provides the usage of software, peer tutoring for newcomers, as well as orientation and summer school opportunities for newly enrolled ELL students. For alternative placement in Special Education, the school provides Paraprofessionals (one para who supports one grade K ELL Special Ed. student), peer tutoring, After School, and the Early Bird Program. For students reaching proficiency, the school offers priority in the early morning Early Bird Program, individualized tutoring plans, and peer tutoring. For students who are long term ELLs, they will meet 4 days per week during the Early Bird Program and after school. ELLs are permitted to use their native language with their peers to express understanding or ask for clarification. Books in the different native languages are available to support instruction as well as for students to take home. School personnel who can provide support to ELL students in their native languages during the school day are utilized to provide clarification for those who may be struggling with content and concepts in their subject-area classes. Teachers group students of the same language for certain activities so that they can assist each other and respond in the native language. These strategies can extend to after and before school programs as well as summer school. English language development for all subgroups is strengthened through participation in English-taught enrichment classes such as art, music, computer lab, and physical education. Targeted intervention programs for ELLs in ELA, Math and other content areas (test taking grades 3-5) are Early Bird, After school and/or Saturday School to provide academic subject area instruction in English using ESL methodology and instructional strategies, assist students to achieve the state-designated level of proficiency for their grade, and help ELLs exceed or meet New York State and City standards. A new Reading Program, Award Reading, was purchased for the AIS team in 2011. This is a new program for the AIS team to use with their upper/lower grade students. Those students in need of intervention services including ELLs would benefit. ELLs are afforded equal access to all school programs, curricular and extracurricular. Letters are sent home to parents to inform parents of trips and obtain the parent's signature for their child to participate. ELLs participate in all activities as do general ed students. Grades K-5, including ELLs are participating in Playworks, a physical activity that is safe and meaningful. Playworks core values consist of healthy play, inclusion, respect, and healthy community.

As stated above, supplemental programs for ELLs (English only) are AIS, Early Bird, and After School. To help ELLs performance on standardized tests, two full time AIS teachers do push-in and pull-out. Cluster teachers do push-in. This preventive Program targets level 1 and 2 students most in need, early Childhood and upper grades. Our After School Program, budget permitting, takes place on Tuesdays, Wednesdays, and Thursdays from 3:01 P.M. to 4:01 P.M., focuses on Literacy and Math, and is serviced by licensed teachers. The program has been designed in the following manner: ELA class for beginner and intermediate students, grades 3-5 taking the ELA assessment and Math class for beginner and intermediate students, grades 3-5 taking the Math assessment in the Spring. These services are provided for ELLs (which correspond to ELLs' ages and grade levels), Special Ed., and General Ed. students. For newly enrolled ELL students before the beginning of the school year, there is the possibility of summer school and an orientation depending on who is in the building at that time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

The school uses the TCRWP assessment system to assess the early literacy skills of the ELL students. The assessment provides materials and procedures for observing and assessing the reading levels and behaviors of students in grades K-8. The standard is set by the benchmark book passages a student reads aloud and talks about during the assessment conference. The assessment levels represent twenty-six points on a gradient of reading difficulty. Each point on the gradient, from the easiest at level AA to the most challenging at level Z, represents an increase in difficulty over the previous level. The benchmark book passages (fiction and nonfiction) are used to identify the student's reading level. Independent reading and instructional reading are determined by the benchmark results. The results also tell about the text level that would be too demanding. As of November 2011, the data shows five students in Grade five, one at reading level N, an increase from level M, one student at level R, an increase from level Q, one student at level L, an increase from level J, one student at level K, an increase from level J, and one student at level J, an increase from level H; two students in Grade four, one at reading level A, an increase from level AA, and one at level F, an increase from level D; four students in grade three, two at level F, an increase from level D and E, one at level E, an increase from level D, and one at level B; four students in Grade two, three at reading level C, an increase from level B, and one at level E; two students in Grade one, one at reading level A, an increase from AA, and one at level C; four students in Kindergarten, all at the emergent level. The school goal is to move the students to the next reading level until they are at their grade level.

The results of the ELL Periodic Assessment (Fall 2011) show five students in Grade five, two students at a scale score of 249/80% from a scale score of 227/67% and 154/17% the previous year, one student at a scale score of 244/77% from a scale score of 201/47%, one student at a scale score of 220/60% from a scale score of 183/33%, and one student at a scale score of 229/67% from a scale score of 214/57%; two students in Grade 4, one at a scale score of 190/33%, and one at a scale score of 195/37%; four students in grade 3, two at a scale score of 215/53%, one at a scale score of 211/50%, and one at a scale score of 207/47%. The data patterns across proficiency levels and grades on the LAB-R reveal four students in Grade K, three at the beginner level, and one at the advanced level; two students in Grade 1, one at the beginner level, and one at the advanced level; four students in Grade 2, all at the beginner level; four students in Grade 3, three at the beginner level, and one at the intermediate level; two students in Grade 4, both at the beginner level; five students in Grade 5, all at the beginner level. The 2011 NYSESLAT analysis indicates two students in grade kindergarten with one student at the advanced level, and one student at the proficiency level in the speaking/listening modality; four students in grade one, one at the intermediate level, one at the advance level, and two at the proficiency level; four students in Grade two with one student at the intermediate level, one student at the advanced level, and two students at the proficiency level; one student in grade three at the intermediate level; five students in grade four, three at the advanced level, and two at the proficiency level. In the reading/writing modality the analysis indicates two students in grade kindergarten, one at the beginner level, and one at the advanced level; four students in grade one, three at the intermediate level, and one at the advanced level; four students in grade two, all at the intermediate level; one student in grade three at the beginner level; five students in grade four, four at the intermediate level, and one at the advanced level. The patterns across NYSESLAT modalities - reading/writing and listening/speaking recommend Extended Day/After School/ and/or Early Bird for three students in Grade 4 in all the modalities, and one student in the reading/writing modalities; one student in Grade 3 in all the modalities; two students in Grade 2 in the reading/writing modalities, and one in all the modalities; one student in Grade 1 in all the modalities.

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

After looking at the ELA, Math, NYSESLAT, LAB-R and Periodic Assessment data, we have designed the already mentioned Early Bird program for our ELL students. The purpose of the program is to help our ELL students to gain more content area vocabulary skills and comprehension skills. This will help the ELL students achieve success on all the content area exams - Math, Science, as well as the ELA and NYSESLAT. In addition, teachers collaborate regularly to discuss students' issues and scores on the ELL Periodic Assessments and conduct parent/teacher meetings to improve the overall test scores and welfare of the child. Strategies to help children learn at home are given to the parents as well as helpful reading materials, web sites included. The Periodic Assessments also indicate to the school the great need for ELLs to be involved in every learning activity given at the school whether it be Early Bird, AIS, After School, Art, Physical Education, Music, etc. ELLs who have taken tests both in the native language and English indicate two students in Grade 4 fared the same on the ELA test and the Math (NL); two students in Grade 4, both fared better on the Science (NL) than on the Math in the native language. One student in Grade 4 fared better on the Math (NL) than the Science (NL).

ELLs are permitted to use their native language with their peers to express understanding or ask for clarification. Books in the different native languages are available to support instruction as well as for students to take home. Also, native language resources (libraries, technology, primary resource materials) available in the classroom and in the school's library are additional resources that can accelerate learning.

An increase in students' raw scores in the speaking, listening, reading, and writing modalities and the number of ELLs who score out of the NYSESLAT to become English Proficient indicate the success of the program. The EPs are generally levels 3 and 4 in the ELA and Math assessments after exiting the ESL Program.

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

Part VI: LAP Assurances

School Name: <u>The George E. Wibecan Preparat</u>		School DBN: <u>16K309</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01

School Name: The George E. Wibecan Preparat

School DBN: 16K309

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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