



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** PHYLLIS WHEATLEY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 19K328

**PRINCIPAL:** DOUGLAS AVILA                      **EMAIL:** DAVILA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. JOYCE STALLINGS-HARTE

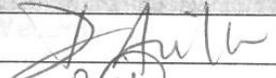
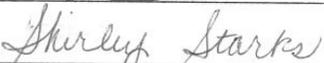
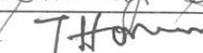
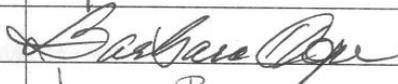
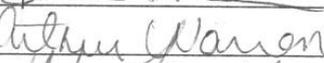


**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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
Douglas Avila	*Principal or Designee	
Ann Marie Hurt	*UFT Chapter Leader or Designee	
Shirley Starks	*PA/PTA President or Designated Co-President	
Tina Harmon	DC 37 Representative, if applicable	
Barbara Hope	Member/Staff	
Dawn Brown	Member/Staff	
Arthur Warren	Member/Parent	
William Furse	Member/Parent	
Sonia Tavares	Member/Parent	
Ellen Lee	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

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

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

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

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

**Major Recommendation**

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

**Major recommendation(s):**

JIT 10-11, page 5

The principal should require all AP's to provide timely and instructive feedback to teachers after observations of their teaching. The school leader should provide guidelines, expectations, and protocols for effective observations, including the review of the APs observation reports. Further, the principal should ensure that the distribution of responsibilities to APs for the supervision of staff is aligned to their identified strengths, enabling them to effectively monitor instruction to increase student achievement.

**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

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

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

By June 2013, to improve teacher development, a shared understanding of instructional excellence will be established by the principal and assistant principals conducting six cycles of observations (SFO's) as evidenced by using a research based rubric and selected components of the Teacher Effectiveness Framework (1e. planning, 3b. questioning and 3d. assessment).

**Instructional strategies/activities**

1. 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.
  - e) Budget
2. **Strategy:** In order to be successful in improving teacher development, the school will be implementing the Framework for Teaching in Enhancing Professional Practice Action Tool by Charlotte Danielson. This action tool will allow educators to focus on particular domains, components and elements of the framework in analyzing and assessing their own practice and devise techniques to strengthen teacher practice.

3. Activity: School leaders will develop and follow a schedule for observations and feedback using a researched-based rubric (Danielson). Additionally, during weekly teacher team meetings teachers will be reviewing domain 1: component 1e, designing coherent instruction, domain 2: component 3b, using questioning and discussion techniques and component 3d. using assessment in instruction. The cycle of observations will be reviewed and discussed with teachers during teacher team meetings. Teachers will be utilizing and implementing the strategies discussed in the teacher team meeting to support our general education students, ELLs and SWDs. The principal will be receiving professional development support from the School Leaders Network. The principal will attend 1 monthly session from September through June. The School Leaders Network provides support to principals in five critical areas of leadership (shaping a vision of academic success based on high standards, creating a hospitable climate, cultivating leadership in others, improving instruction and managing data and process to foster school improvement).
4. Key Personnel: The personnel that will be supporting teachers in the implementation of building teacher development are the Principal, Assistant Principals, Building Coaches (ELA & Math), Network Support Staff and consultants.
5. Targets: The principal with the assistant principals and Network support staff will be reviewing the effectiveness and progress of strategies and support provided to teachers on a monthly basis. Short frequent observations will be reviewed to monitor progress. Our teachers will be involved in the discussions on the progress of the implementation cycle during lead teacher meetings. Interim assessments will be reviewed by administrators and teachers to discuss action plans and strategies and standards to be taught to students. Meetings will be ongoing with APs and teacher leaders on a monthly basis.
6. Timeline: September 2012 through June 2013

**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     
  Funding     
 Other-describe here: Priority School

7. Budget: Consultants: School Leader's Network will provide monthly professional development, with a focus on enhancing leadership skills, to principal for six months from January 2013 through June 2013. (see galaxy allocation)

**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). Contract for excellence funds will be utilized to purchase part of the cost for a Literacy Coach as well as a math coach. The coaches will be instrumental in providing ongoing support to the teachers in establishing a shared understanding of instructional excellence. The Literacy coach, in collaboration with teacher teams, will develop unit plans with embedded supports to meet the needs of general education students, English Language Learners and Students With Disabilities. The math coach will work collaboratively with teachers to ensure CCLS alignment.

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

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

**Major Recommendation**

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

**Major recommendation(s):**

JIT 10-11, page 2

All teachers and administrators should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as delivery methods that are student centered. The curriculum should be relied upon as the basis for assessing the individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum in the subjects being taught. Design a rich curriculum, to include the Arts, that targets key standards and promotes engaging tasks across all subject areas, in order to provide all learners with deep thinking experiences that raise academic performance.

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

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

By June 2013 teachers in grades Pre-K-5 will experience four Common Core aligned units of study: Two in Math, and two aligned to the Literacy Standards in ELA, SS. and Sci.; In grades 7 and 8 students will experience 8 Common Core aligned units of study; two in ELA, two in Math, 2 in SS, and two in Sci.

**Instructional strategies/activities**

8. 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.
- e) Budget

9. Strategy: Develop horizontally aligned rubrics for students in grades PK-5 who will experience four common core aligned units of study: two in math, and two aligned to the literacy standards in ELA, SS and Science; in grades 7 and 8 students will experience eight common core aligned units of study; two in ELA; two in math, two in Social Studies and two in Science two aligned tasks standards in ELA, SS and science

10. Activity: Provide PD sessions to teachers during grade conferences, teacher team meetings and monthly staff conferences on how to design rigorous curriculum units and rubrics. 5 Teachers will also meet during per session activities to design rigorous curriculum maps which provide multiple entry points for all students. Conduct weekly teacher meetings to create performance tasks with rubrics, and curriculum mapping including focus units of study [NYCDOE 2012-2013 Expectations]. Administration will provide identification and training of Instructional Leads so that they will be able to assist with the integration of multiple entry points and the Arts for all students including ELL's, SWD, and at-risk students. The administration is dedicated to providing opportunities for teachers to visit each other and other schools in our network to further clarify alignment of the CCLS in curriculum units and tasks. Students in grades 1-8 will attend after school classes or Saturday Academy to further be exposed to differentiated tasks and the use of rubrics so as to improve upon student achievement. Students will be using Ready New York CCLS English Language Arts and the Ready New York CCLS Mathematics consumable workbooks from Curriculum Associates. Students will be assessed using the Fountas and Pinnell Assessments from Houghton Mifflin Harcourt. Student portfolio supplies will also be purchased such as paper, pencil, pens, etc. One supervisor will monitor, support and facilitate the implementation of the after school program. A school secretary will provide timekeeping and all necessary clerical duties for the after school program. The Guidance Counselor will provide students with social, emotional and academic support in small groups. One school aide will be responsible for the daily attendance of students, calling parents as needed and providing teachers with materials needed for instruction.
11. Timeline: September 2012 through June 2013
12. Key Personnel: Principal, Assistant Principals, Building Coaches, Data Specialist, Teachers, Guidance Counselor and Network Support Staff
13. Targets: The evaluation of the effectiveness and impact of the strategies and activities will take place four times per year at teacher team meetings using inquiry team generated rubrics.

**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       Priority Focus Funding

14. Budget: Per Session-
- |  |                         |
|--|-------------------------|
| 18 teachers X 4.5 hours per week X 20 weeks = 1279 hours   | (see galaxy allocation) |
| 1 Supervisor X 5 hours per week X 20 weeks = 100 hours   | (see galaxy allocation) |
| 1 Guidance Counselor X 5 hours per week X 18 weeks = 90 hours  | (see galaxy allocation) |
| 1 School Secretary X 2 hours per week X 20 weeks = 40 hour   | (see galaxy allocation) |
| 1 School Aide X 4 hours per week X 21 weeks =84 hours  | (see galaxy allocation) |
| 5 teachers X 2 hours per week X 10 weeks = 100 hours   | (see galaxy allocation) |
| OTPS- Curriculum Associates – Consumable student workbooks (see galaxy allocation)                         |                         |
| Houghton Mifflin Harcourt (Fountas & Pinnell Assessment) (see galaxy allocation)                           |                         |
| Staples – student items for portfolio such as (binders, paper, pencils, pens, etc) (see galaxy allocation) |                         |

**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). Contract for excellence funds will be utilized to purchase part of the cost for a Literacy Coach as well as a math coach. The coaches will be instrumental in providing ongoing support to the teachers in establishing a shared understanding of instructional excellence. The Literacy coach, in collaboration with teacher teams, will develop unit plans with embedded supports to meet the needs of general education students, English Language Learners and Students With Disabilities. The math coach will work collaboratively with teachers to ensure CCLS alignment.

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

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

**Major Recommendation**

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

**Major recommendation(s):**

JIT 10-11, pages 2-3

The school should provide Professional Development and ongoing support to increase teachers' repertoire of instructional strategies for differentiation (Points of entry) and effective grouping so that students are more engaged in their work and have opportunities to engage in a range of activities and tasks to meet their learning needs. Administrators should monitor and model these techniques.

The school should develop a plan for how technology is to be used in classrooms and insure that teachers are provided with sufficient support to integrate technology into their instruction.

**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**

- 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.

**GOAL #3:** By June 2013, Level 1 and 2 ELL's and SWD's and in grades 4 , 5, 7 and 8 will demonstrate progress as evidenced by inquiry team generated assessments.

**Instructional strategies/activities**

15. 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
  - e) Budget
16. Strategy: Develop rubrics for five units of study for each grade level and develop protocols for looking at student work.
17. Activity: Teachers will participate in weekly Inquiry Meetings, using protocols to examine student work, using rubrics to assess student work and analyzing student data. Teachers will receive current literature/professional so that they will be abreast of the latest developments in the area of ELLs and be able to engage in professional conversations with each other particularly in the area of assisting students to succeed. Conduct online visits to Common Core Library site and Engage NY site. Cheddie Brade from Learner First Computer Software Consultants will provide monthly PD sessions on ELL and SWD instruction as well as intensive support on the use of instructional technology. Students will utilize Learner First computer software designed to provide multiple entry points in order to enhance student achievement as per JIT recommendation. Selected level 1 and level 2 students will participate in this program during the school day.
18. Key Personnel: Principal, Assistant Principals, Building Coaches, Data Specialist, Lead Inquiry Team, Network Support Staff
19. Targets: The evaluation of the effectiveness and impact of the strategies and activities will take place four times per year at teacher team meetings using inquiry team generated assessments.
20. Timeline: September 2012 through June 2013

**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       Priority Focus Funding

21. Budget: OTPS : Learner First Computer Software Consultants: Cheddie Brade will provide professional development to selected teachers focusing on integrating the use of technology in small group instruction to enhance the performance of ELLs and SWDs two days per month from February 2013 to June 2013 for a total of ten days. (see galaxy allocation)

**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). Contract for excellence funds will be utilized to purchase part of the cost for a Literacy Coach as well as a math coach. The ELA and Math coaches will be instrumental in providing ongoing support to the teachers in establishing a shared understanding of instructional excellence. In order to address the needs of ELLs and SWDs, the math and ELA coaches will also ensure that multiple entry points and scaffolding are integrated throughout the curriculum.

**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(s):**

JIT 10-11, page 6

The school leader should engage the staff in developing and implementing a coherent and consistent school-wide approach to behavior management that is sensitive to the varied needs of the student population. Staff should be held responsible for implementing the plan with fidelity. PD should be provided to assist all staff in developing a repertoire of strategies for dealing with student behavioral issues and to foster classroom and school-wide community building.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

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

**GOAL #4:** By June 2013 the number of superintendent and principal suspensions will decrease by 30% from 108 suspensions (June 2012) to 76 suspensions, as evidenced in OORS.

**Instructional strategies/activities**

22. 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.
- e) Budget

23. Strategy: Create a school-wide system of positive and negative consequences for behavior utilizing strategies for adolescent support through advisories.

24. Activity: Provide staff with training and updates on NYCDOE resources (ARIS, SESIS, Reading Tracker, OORS, OPT, ATS). Provide support and training for teachers by the Positive Behavior Intervention Strategies trainer, Bob Harris, from Performance Learning (as recommended in the JIT) two days a month from December to May and NYCDOE training for deans and guidance counselors. Selected staff will attend PBIS training and turnkey to other staff during monthly staff conferences and grade meetings. The PBIS Implementation Team will develop a matrix of behavioral expectations and lesson plans. Provide students with a variety of activities – Student Council, advisories, clubs, CHAMPS, USA Wrestling, swimming, career day, fall parade, Dance Theatre, field day, dances, award assemblies, NASA-City Arts Project. Selected students in grades 3-8 will participate in individual and group counseling during and after school.

25. Key Personnel: Principal, Assistant Principals, Guidance Counselors, Deans, Teachers, Network Support Staff, DOE trainers, consultants
26. Targets: The evaluation of the effectiveness and impact of the strategies and activities will take place monthly at school safety committee meetings and weekly with the PBIS implementation team. The data from OORs will provide the basis for these meetings.
27. Timeline: September 2012 through June 2013

28. Budget: Per Diem 4 teachers x 2 days = 8 per diem days (see galaxy allocation)

Per Session 4 teachers x 4 hours per week x 5 weeks = 80 hours (see galaxy allocation)

OTPS: Performance Learning Consultants: Mr. Bob Harris will provide professional development to teachers of grades K- 1 on the use of a framework for positive intervention strategies two days per month from December 2013 to May 2013. (see galaxy allocation)

**Budget and resource alignment**

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

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

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: Priority School Funding

**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). School wide outreach and intervention services will be analyzed and reviewed, in order to ensure a comprehensive system of support to increase positive student behavior; thus lowering suspension rates. The coaches will be instrumental in providing ongoing support to the teachers in establishing a shared understanding of instructional excellence. The salaries of administrative staff will come from the Title I allocations.

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

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

**Major Recommendation**

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

**Major recommendation(s):**

*JIT 10-11, Page 6*

*The school should regularly survey parents regarding school improvement and education of their children, as well as the environment of the school, and use the findings to make timely revisions to programs and practices.*

**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.

**GOAL #5:** By June 2013 the school will institute 8 parent -curriculum workshops as evidenced by signing sheets 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 18 through 23 in this SCEP.
29. 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.
30. Strategy: The school will maintain a consistent alignment of communication between staff and parents, PTA, School Leadership Team, Parent Coordinator/Parent Outreach, and Community Based Organizations.
31. Activity: Teaching Matters will provide four professional development workshops to parents which will focus on building partnership with the school by connecting them to their child's classroom and the wider school community. In collaboration with Common Sense Media, Teaching Matters will present techniques and information aimed at parents to engage them in the digital world where their children live. Teacher Created Materials will provide three professional development workshops engaging parents in activities connected with the Common Core Learning Standards to promote literacy in the home. The Parent Coordinator and the School/PTA will conduct collaborative workshops for all parents. Some of topics will include: Respect For All: Sexual Harassment, Bullying/ Harassment, Discipline & Suspensions, Test -Taking techniques/study strategies, use of ARIS parent functions, Cornell Cooperative nutrition workshops, Wellness Council Counseling Services/resource help, and

understanding the IEP (individualized Education Plan). Translators will be made available as needed. We will conduct monthly joint PTA-Staff award assemblies as well as school production presentations that will help to foster school community and bring more parents out to school functions. We will Support Learning Leaders and parent volunteers in the school with Dance Theatre practice and performances, trips and other instructional programs in school. Refreshments will be provided for parent workshops.

32. Key personnel: Principal, Assistant Principals, Guidance Counselor, Parent Coordinator, Family Workers, School Nurse, Network Support Staff, outside resources
33. Targets: The evaluation of the effectiveness and impact of the strategies and activities will take place monthly at school leadership team meetings which will have parent communication as an ongoing focus agenda item and monthly PTA meetings
- 34.
35. Timeline: September 2012 through June 2013

#### **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 :Title I Priority Focus

36. Budget: Non-Contractual Services: Teaching Matters will provide four workshops to parents, March through June, which will focus on building parent skills in the use of technology to help their child succeed in school. Teacher Created Materials will provide three workshops to parents, March through June, which will provide training on the Common Core Learning Standards and present learning activities to help their child thrive both at home and at school. (see galaxy allocation)

#### **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). Contract for Excellence and Fair Student funding will be utilized to purchase part of the cost for a Literacy and Math Coach as well the Parent Coordinator. . The parent coordinator, guidance counselor and coaches will be instrumental in providing ongoing support to the teachers in establishing a shared understanding of current curriculum and practices. Parent workshops that increase parent understanding of school pedagogy will play a large role in our outreach. As well, workshops that support parent understanding of technology and data will help create a better informed parent community. The salaries of the guidance counselor, consultants and the School Deans will come from the Title IA allocations.

### ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>&gt; Guided Reading (Gds. 3-5)</li> <li>&gt; Rtl – Tier II: Foundations (Gds. K-2); (Gds. 3-5) repeated readings w/guided writing; independent rubric-guided practice</li> <li>&gt; 'Release of Responsibility' model [teacher modeling / guided practice / independent work / share]</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small groups, push-in</li> <li>▪ Small groups, pull-out</li> <li>▪ One-to-one</li> <li>▪ Small groups, 10:1</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> <li>- During the school day</li> <li>- Extended Day</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>&gt; Guided Math (Gds. 3-5)</li> <li>&gt; ESL Math Support (Gds. 3-8) *bilingual instructional release model</li> <li>&gt; 'Release of Responsibility' model [teacher modeling / guided practice / independent work / share]</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small groups, push-in</li> <li>▪ Small groups, push-in and pull-out</li> <li>▪ Small groups, 10:1</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> <li>- During the school day</li> <li>- Extended Day</li> </ul>
Science	<ul style="list-style-type: none"> <li>&gt; Core Program Intensive re-teach</li> <li>&gt; Exit Project guided response</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small groups, pull-out</li> <li>▪ Tutoring, 5:1</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> <li>- During the school day</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>&gt; Exit Project guided response *technology repeated</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tutoring, 5:1</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> </ul>

	practice		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>&gt; PBIS [Positive Behavior Intervention Systems]</li> <li>&gt; Anti-Bullying Campaign</li> <li>&gt; Middle School Advisories</li> <li>&gt; TPMR [Total Physical/Mental Response]</li> </ul>	<ul style="list-style-type: none"> <li>▪ All students</li> <li>▪ Small groups, pull-out</li> <li>▪ Grade groups</li> <li>▪ By gender, grade groups; 12:1</li> <li>▪ Crisis; 1:1</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> <li>- After school</li> <li>- During the school day</li> <li>- During the school day</li> <li>- During the school day</li> </ul>

**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.

<p><b><i>Recruitment -</i></b></p> <ul style="list-style-type: none"> <li>a) Monitor NYCDOE hiring hall notices             <ul style="list-style-type: none"> <li>- attend hiring halls 2X / yr</li> </ul> </li> <li>b) Consult NYCDOE leadership fellows' office             <ul style="list-style-type: none"> <li>- call coordinator 2X / yr for leads</li> </ul> </li> <li>c) Consult UFT Teacher Center recruitment office             <ul style="list-style-type: none"> <li>- call school liaison during spring semester</li> </ul> </li> <li>d) Scan university and commercial postings             <ul style="list-style-type: none"> <li>- visit CUNY weblinks</li> <li>- read listings in New York Times</li> <li>- nurture collaborative relationships through consultants</li> </ul> </li> <li>e) Review submitted resumes             <ul style="list-style-type: none"> <li>- organize a file system with targeted areas</li> </ul> </li> </ul>	<p><b><i>Assignments -</i></b></p> <ul style="list-style-type: none"> <li>a) Preference Sheets             <ul style="list-style-type: none"> <li>- aligned with school needs and teacher interest</li> <li>- Collaborative meeting w/Principal</li> </ul> </li> <li>b) Principal:Teacher Conferences             <ul style="list-style-type: none"> <li>- clarification/modification adjustments discussed</li> </ul> </li> <li>c) Significant Specialized Talents             <ul style="list-style-type: none"> <li>- goal setting, school need and/or professional interest collaborative conversations</li> </ul> </li> <li>d) Training Opportunities             <ul style="list-style-type: none"> <li>- postings, emails, flyer notices distributed (whole staff and/or selected staff)</li> <li>- NYCDOE, NYSED, UFT, and commercial events distributed to all as available</li> </ul> </li> </ul>
<p><b><i>Retention -</i></b></p> <ul style="list-style-type: none"> <li>a) End-of-Year Pedagogue Rating Sheets             <ul style="list-style-type: none"> <li>- individual conferences w/Principal</li> </ul> </li> <li>b) Non-tenured Portfolio Review             <ul style="list-style-type: none"> <li>- peer support and review</li> <li>- Principal review and conference</li> </ul> </li> <li>c) Teacher Mentoring             <ul style="list-style-type: none"> <li>- school year collaboration</li> <li>- coach support and modeling</li> </ul> </li> <li>d) Grade Leader Opportunities             <ul style="list-style-type: none"> <li>- bi-weekly meetings w/administration</li> <li>- turn-key training workshops</li> <li>- staff presentations</li> <li>- references for targeted trainings</li> </ul> </li> <li>e) School Committee Membership             <ul style="list-style-type: none"> <li>- election/selection based on interest, specialized ability</li> </ul> </li> <li>f) Special Projects Assignment</li> </ul>	<p><b><i>H. Q. Professional Development -</i></b></p> <ul style="list-style-type: none"> <li>a) Differentiated training to meet the needs of teachers, that addresses individual strengths and needs; grade level needs, content area focus, teachers' learning styles, etc.;</li> <li>b) A variety of professional areas are targeted within the school year:             <ul style="list-style-type: none"> <li>▪ Instructional leadership</li> <li>▪ Clinical supervision of instruction</li> <li>▪ Time management</li> <li>▪ Launching instructional initiatives</li> <li>▪ Uses of technology - e-mail, excel, OORS, ARIS, ACUITY, Reading Tracker, etc.</li> <li>▪ Data analysis and using data</li> <li>▪ Participation in learning communities</li> </ul> </li> <li>c) Turn-key training, providing multiple entry points, by a Professional Development Team, which includes the Network Liaison Leader, Network Instructional Specialists, the Principal</li> </ul>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Amundsen</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>328</b>
School Name <b>Phyllis Wheatley</b>			

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

Principal <b>Douglas Avila</b>	Assistant Principal <b>Ms. D. Teron</b>
Coach <b>Maria Romero-Toral</b>	Coach <b>Kindra Holoway Hargrove</b>
ESL Teacher <b>Ms. Tian- Common Branches/ESL</b>	Guidance Counselor <b>Dawn Brown</b>
Teacher/Subject Area <b>Ms. Spencer- Early Childhood</b>	Parent <b>Mr. William Furse</b>
Teacher/Subject Area <b>Ms. Romero- Spec.Ed.Sp./ESL</b>	Parent Coordinator <b>Ms. S. Stroman</b>
Related Service Provider	Other <b>type here</b>
Network Leader <b>Patricia Tubridy</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>492</b>	Total Number of ELLs	<b>58</b>	ELLs as share of total student population (%)	<b>11.79%</b>
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## Part II: ELL Identification Process

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

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

1. Parents of newly enrolled students are required to complete the Home Language Identification Survey (HLIS) as part of the registration process in our school. Ms. Romero-T. An ESL/NLA (Spanish) licenced teacher, orally interview the parents in their native language when necessary. Parents are asked to come to an orientation session because the HLS indicates that students who speak a language other than English will be assessed by using the LAB-R. We explain to the parent that if the student falls in any of the three levels, then he or she must be tested in Spanish by Ms. Romero, the Bilingual/ESL/Spanish teacher. Students are also informally interviewed by Ms. Tian the ESL teacher to determine the fluency level of the English language. Then, Ms. Tian, and the coordinator, Ms. Romero-T, identifies who may be eligible for the Spanish Language Assessment Battery (LAB-R) to determine eligibility for ESL/bilingual services. The English LAB-R is administered by Ms. Tian within the first 10 days of students initial registration, and if the student does not test out, Ms. Romero immediately administers the Spanish LAB-R. Students who come from a home where a language other than English is spoken (as determined by the HLIS) and whose raw score falls below a certain threshold on the LAB-R are entitled to bilingual/ESL services.

In order to determine which students will be taking the NYSESLAT Test, the coordinator and Ms. Tian verify students' scores from the previous assessment. Information is being taken from NYSTART, and ATS to ensure that all students who are eligible will be taking the test. In addition, the RLAT information is used in conjunction with the RLER to identify the new admits, who were identified as ELLs to assure their placement level and to prepare them for the coming NYSESLAT. The ESL teachers review the procedures and the dates that students will be administered the NYSESLAT in the four modalities. The schedule is followed in accordance to the city guidelines and memos. The test begins in the month of April with the speaking modality first. Then the other three modalities will follow as per schedule.

For parents who have chosen a TBE/DL program the coordinator calls the parents and notifies them that based on their selection the school at that time is unable to offer that placement. Parents are informed that in order to open a bilingual class setting, the school will need a certain number of students to create the class, and if the school does not have that number, the school will be unable to open the setting at that moment. Parents are also informed that in the event that we have the number required to open the class, we will notify them. In addition, the school will inform the parent about the school that offers the programs. If we are able to find a setting for the student, a notification will be sent to parents informing them about the availability of the setting.

As soon as students are tested, and if the students do not tested out, an "Entitlement Letter" is issued to parents, which notifies the eligibility of the student to receive the ELL service. Parents of entitled students are invited via mail to attend to an orientation video, which explains the different ELL programs offered by the NYCDOE. For parents who speak Spanish, translation services in Spanish is provided during the orientation as well. For parents whose language is other than English, we contact some members of the community who speak the same language. In addition, parents receive information about the core curriculum, the Common Core Learning Standards, the ESL learning standards, the school expectations, and the different types of assessments which are used to measure students' progress. Parents are given the "EPIC Tool Kit Forms" to assure parents' understanding of the programs

and opportunity to identify the program which fits their children's needs. At this time, both the Parent Coordinator, Ms. Samone Stroman, and the ESL Coordinator -Teacher, Ms. Romero, explain to parents about the different types of ELL programs. At the same time, questions and concerns are addressed before, during, and after the orientation. Brochures in parents' native language are also provided to assure parents' understanding of the options that they have.

After the orientation, parents are asked to complete the "Parent Survey and Program Selection", of which are translated in parents' native language. Then, parents are asked to select the program they feel is the best program for their children. Orientation for parents of new students are offered after students are LAB-R. Workshop sessions are offered during the first week of every month, or when necessary. Parents are provided with a fully bilingual pedagogue, who speaks Spanish. Parents then acknowledge that their ELLs will receive the ESL services for the 2011-2012 school year.

After the orientation, parents are informed that the children will be placed in the setting that was chosen by the parent.. Placement letters' are send immediately after the orientation. After reviewing parents's choices for students who are long term ELL's in the program, parents that have chosen Free Standing ESL Program as appropriate for their kids.

After the orientation session parents are asked to chose the program they would prefer and feel that is the best prram for their children, parents are requested to return the form to the ESL coordinator or Ms. Stroman, Parent Coordinator.

During the first ten days of school registration, using the LAB- scores, the ESL coordinator assures that copies of placement letters are sent to parents notifying them that the children will continue to be placed in the class and grade he/she started, but also informing them, that as the student is identified as an ELL, he/she will be receiving the services of the Freestanding ESL program, which is the program that PS/IS 328 offers at that moment. Parents are explained that the student will not be placed in a bilingual class because the school does not offer the program nor the school offers a bilingual program.

Copies of Entitlement letters, Non Entitlement, Placement, and Continued Entitlement letters are placed in the COMPLIANCE ESL BINDER, which is in room 218, and other copies are mantained in the Principal's Office.

Students who did not pass the NYSESLAT, their parents will receive the Continued Entitlement Letter, which explains to parents about the status of the student. That the student will continue to be receiving ESL services. Parents are also reminded that based on their choice at the beginning, which was done when the child was LAB-R for the first time. The first time their child attended Public School, they will continue to be receiving ESL service for the current school year (2011-2012).

In order to determine which students will be taking the NYSESLAT Test, the coordinator and Ms. Tian will verify students' scores from the NYSESLAT TEST that occurred over the Spring 2011. Information is being taken from ATS to ensure that all students who are eligible will be tested in all four modalities. In addition, the RLAT information is used in conjunction with the RLER to identify the new admits who were identified as ELLs to assure that their placement level and to prepare them for the new coming NYSESLAT exam. The ESL teachers will review the procedures and the dates when students are to be administered the NYSESLAT on all 4 modalities. The schedule is followed in accordance with the city guidelines and memorandums. The test begins in the month of April with the speaking modality first. Then, the other three modalities will follow as per schedule.

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	9	8	8	8	5	8	4						55
<b>Total</b>	5	9	8	8	8	5	8	4	0	0	0	0	0	55

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	8
SIFE	3	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	9

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	40	1	3	10	2	2	9		3		59
<b>Total</b>	<b>40</b>	<b>1</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>3</b>		<b>59</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

**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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	9	6	8	3	6	5	5					48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian						1	2							3
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	1	1		1							6
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>10</b>	<b>7</b>	<b>9</b>	<b>4</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>59</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

1. PS/IS 328 offers ESL support to eligible students via our Freestanding ESL Program. There are two licensed ESL teachers supporting English language learners. One ESL licenced teacher (Ms. Tian) offers 360 minutes of ESL instruction weekly to our beginners and intermediate ELLs, and 180 minutes weekly to the advanced ELLs in compliance with Part 154 of the Commissioners Regulation. ESL students have been place heterogenuously together in the same class by grade, to facilitate the delivery of services. The ESL teacher pulls-out or pushes-in groups of students by grade and ability to maximized intervention. ESL students are sitting in a room that provides an stimulating and safe environment. In order to support the acquisition and development of the second language, the teacher maintains the room's athmosphere welcoming to all students. Students interact with one another, as well with adults. This allows students to feel more confident, secure, and safe while learning the new language.

ESL teachers provide a classroom environment that is reach in materials and opportunities for exploration and it aslo provides an environment that encourages positive development and growth in every way. The room arrangement reflects and supports children's needs and interests.

The room is labeled and print rich, reading materials are differentiated to promote understanding and comprehension on the reading content area. New vocabulary words are written in native language to support students.

Moreover, students have opportunites the get involved in the use of computers were students have the opportunity to work individually or in group activities. The use of technology is also offered to students either in groups/pairs/indipendent.

Under Title III funds, begginer ELLs receive supplemental intervention 4 days a week (180 minutes) with our second ESL teacher (Ms. Romero), ACCESS Newcomers is a program that is used for beginning English language learners. The program infuses the development of high frequency vocabulary words. Lessons are provided to students to develop the four modalities. Furthemore, during this time ELL students receive support in reading, math, science, social studies and test taking preparation skills.

ESL teachers have experience with various English learners' groups in the field of language acquisition. Lessons are aligned with NY State Learning Common Core Standards, ESL standards, and CORE curriculums in Literacy, Math, Social Studies and Science and serve as a support to the classroom teacher. Our staff receives professional development training in how to implement strategies and skills which are needed for the success of ELL students. ESL strategies, alignment of materials, and use of many ESL methodologies are provided as models to ensure that our ELL students are supported at all times. In K - 3, ELLs receive extra ESL intervention during the reading block students are receiving extra interventions through curriculum maps. Some of the ESL interventions included are strategies such as Total Physical Response (TPR), modeling, use of pictures and realia, use of graphic organizers, action games with songs to scaffold children's language acquisition and skills.

In the upper grades (grades 6-8) our ESL program has a greater emphasis on content area instruction and skill development. The ESL teacher uses strategies such as speaking/guessing games, English Bee, picture flashcards, tape recorder activities, writing graphic organizers, TPR, word study games, etc. Instruction is standards based and is aligned with the LAP and CEP goals. Instructional resources are standards based.

In our pull-out model, ESL teachers and homeroom teachers align materials to target student's needs. In all content areas, students are exposed to the same material. During the literacy block, ELA teachers and ESL teachers immerse students to the same reading material. Literature is examine in conjuntion with the ESL and the homeroom teacher(s) before is given to students. This analysis helps to anticipate difficulties that ELL students may have with the text, so the teachers may modify or implement certain strategies as visuals or audio activities. Then, teachers prepare materials to present the text clearly to the ESL students. Book notes, vocabulary study, pictures, and graphic organizers are some of the adaptations used to present text. The teacher clarifies the task and works with each student individually to accomplish the classroom goals. The ESL teachers also use their own libraries and resources. Reading and writing skills are developed through language exercises, reading skill study, vocabulary study, dictionary use. ESL teachers adapt math materials via word study, use of manipulatives, less complex sentences/vocabulary and skills review. We develop projects in coordination with technology teacher, and this is enriched by the students' access to the technology laboratory.

Plan for Newcomers:

For all newcomers, teachers select strategies to infuse the development of the language by using peer buddies, hands on materials, and activities while keeping student's expectations realistic for their level. During the hands on activities, such as the use of a calendar/opening, science experiments, and art, students are more involved in developing their listening skills. They are also exposed to the language and vocabulary related to the content by following the teacher's and buddies movements.

The focus with newcomers is on continued language acquisition, survival skills, and content area skills by using the TPR technique. Daily intervention include ESL strategies to the development of the four modalities which are Listening, Speaking, Reading and Writing. ESL

## A. Programming and Scheduling Information

teachers also adapt materials used by homeroom/subject teachers in the content area and language instruction.

Instruction is differentiated for newcomers during the acquisition of the language. At this level students remain as silent learners, they are encouraged to participate in choral reading activities, tasks are differentiated by using the three tier format.

The ESL teachers' schedules directly fulfill the number of mandated instructional minutes. Beginners and Intermediates receive 360 minutes of ESL per week, and Advanced students receive 180 minutes. In the ESL classroom, the ELLs are exposed to a classroom environment that facilitates the acquisition of the English language. The room is labeled, and print rich to encourage students learning. Differentiated Literacy materials are in all levels to facilitate reading comprehension development. Libraries and dictionaries, glossaries in students native language are available. For students whose language is not available, these students are immersed in rich conversations with more fluent students. The use of technology such as: computers, recorders, radios, etc. are also used for instruction. To continue developing students second language acquisition, pupils can choose from a variety of software which will help to develop their vocabulary, pronunciation, fluency and reading comprehension. Daily intervention includes ESL strategies such as TPR, modeling, inquiry, use of pictures and realia, writing graphic organizers, the writing process, phonics games and activities, games with song, speaking/guessing games, and glossary usage, picture flash cards, science experiments to scaffold students' language acquisition.

### Plan for SIFE

Students that are recognized as Sife students, first we keep the same expectations as realistic as possible at the beginning of the year and then we raised expectations up, as students are making progress. A variety of materials are used during instruction such as, pictures, realia, videos, starting from concrete material and gradually moving on to abstract concepts. Graphic organizers are used before, during, and after instruction to help make learning visual for SIFE ELLs, and promote higher level thinking skills in all content areas.

Lessons are developed with emphasis on vocabulary acquisition, language structure, and content area skills. ESL teachers also highlight the writing process by using the six traits of writing material that focus in all the following areas: ideas, organization, voice, word choice, sentence fluency, and conventions. In addition, to continue developing writing skills, students are using the Writing Collins Program, that promotes differentiation across the board.

### Plan for ELL Special Needs Students

For ELLs/SWD who are sitting in a self contained class, these students are immersed with students in a general education settings, ESL teachers provide support to these students using cooperative learning strategies with different groups. Groups are composed of students who receive daily ESL interventions. The ESL/ Special Education teacher accommodates special education students according to student's levels of performance, and providing instruction through differentiated instruction. Lessons are in alignment to students' IEP goals. Activities are coordinated based on student's IEP criteria and goals. Special education teachers support students learning by using and implementing ESL methodologies. Teachers involve all students in the development of the language acquisition, their goal is to help students develop both their oral and academic proficiency in the target language. Students who are in the beginning stage of the acquisition of the English language are mostly participating as listeners. The teacher exposes students to visuals, gestures, movements as a model to promote understanding of the language. Beginners and intermediate cooperative groups offer the adequate pacing for special education ELLs to achieve their goals. ELLs' teachers also continuously make adaptations to the materials to be accessible to the Special Education ELLs needs. Special Education teachers and related service providers, speech therapists and SETTs teachers also collaborate with the use of ESL methodologies throughout their daily lessons.

### Resources and Support

"Moving Into English" researched based program is the primary resource for ESL instruction. It is used for students whose scores fall in the beginner and intermediate level of proficiency on the NYSESLAT. In addition, the ACCESS Newcomers program which is a multilevel program is used with all beginners. Lessons are based on reading materials and thematic units from ELA classes in alignment with the curriculum mapping at the appropriate grade level. During the reading block teachers include science and social studies lessons to promote student's understanding of the culture. materials include short stories for ESL students which tie into thematic units, alphabet blocks and intervention materials for lower level ELLs as lessons are modified depending the student proficiency level.

In addition, teachers and students receive support when using the core curriculums in Social Studies and Science. Each teacher guide has a section with strategies and materials to address the ELLs needs.

## A. Programming and Scheduling Information

Every classroom has a leveled library and computers which are used for students in different grades and of various proficiency levels. Our school library also includes workbooks and textbooks for newcomers to advanced students, content area support at various proficiency levels and languages, fiction and non-fiction texts. In addition, students are asked to bring their content area and classroom materials to the ESL classroom. We provide translated content area books (if available in the language) for beginners and intermediate ELLs in Math, Science and Social Studies. The QTEL model, the CALLA model and other research based models that are discussed during professional development offered to teachers. We also use Spanish language library books, Spanish-English dictionaries, translation, phonics and content support software.

### Plan for Long Term ELLs:

For long term ELLs , the school focus is to maintain the consistency of student's services and programs. Teachers provide challenges for the long term ELLs with emphasis on content area language instruction, literacy and skill development. ESL teachers in conjunction with the classroom teachers identify the long-term ELLs' specific needs. Collaborative activities and scaffolded instruction are carefully planned to support classroom instruction and differentiated instruction to accomplish ELLs learning goals. Our long term ELLs also receive support and instruction in the area of test preparation. Classroom teachers and ESL teachers coordinate their instruction to provide that support. The ESL teachers reinforce the skills with consistent and frequent practice. Step-by-Step scaffolding strategies are continuously used to build student's ability to complete task on their own. We find these efforts meet the needs of long term ELLs and support their achievements on assessment.

Reading is infused across the curriculum to prepare students to the development of the language as well.

Content area combined with language support is provided for students in grades 4-8. "The Moving Into English" program focuses on comprehension skills and fluency, which provide students with opportunities to the integration and application of both conversational of the academic language needed for future succes. Materials in their native language is also provided for students. Math, Science, and Social Studies support is given to students to ease the transition from English to their native language. The support is offered in the area of comprehension for beginners and intermediate ELL students in grades 4-8.

Our school is placing a great emphasis on the area of writing. Students are instructed on the "Six Traits of Writing". This is a great reinforcement to students that are Long Term ELLs, because this is the area of language where students take longer to learn. Our school has adopted a "Writing Plan" that includes "writing domains and genres" by month, correction focus areas, and teaching strategies to improve the quality of the writing pieces. Also, our school is using "The Collins Method for Writing" from K-8, and as a support in the middle school, we are using "The Write Source Program" to help students to improve their writing skills.

### Courses Taught in Languages Other than English ⓘ

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

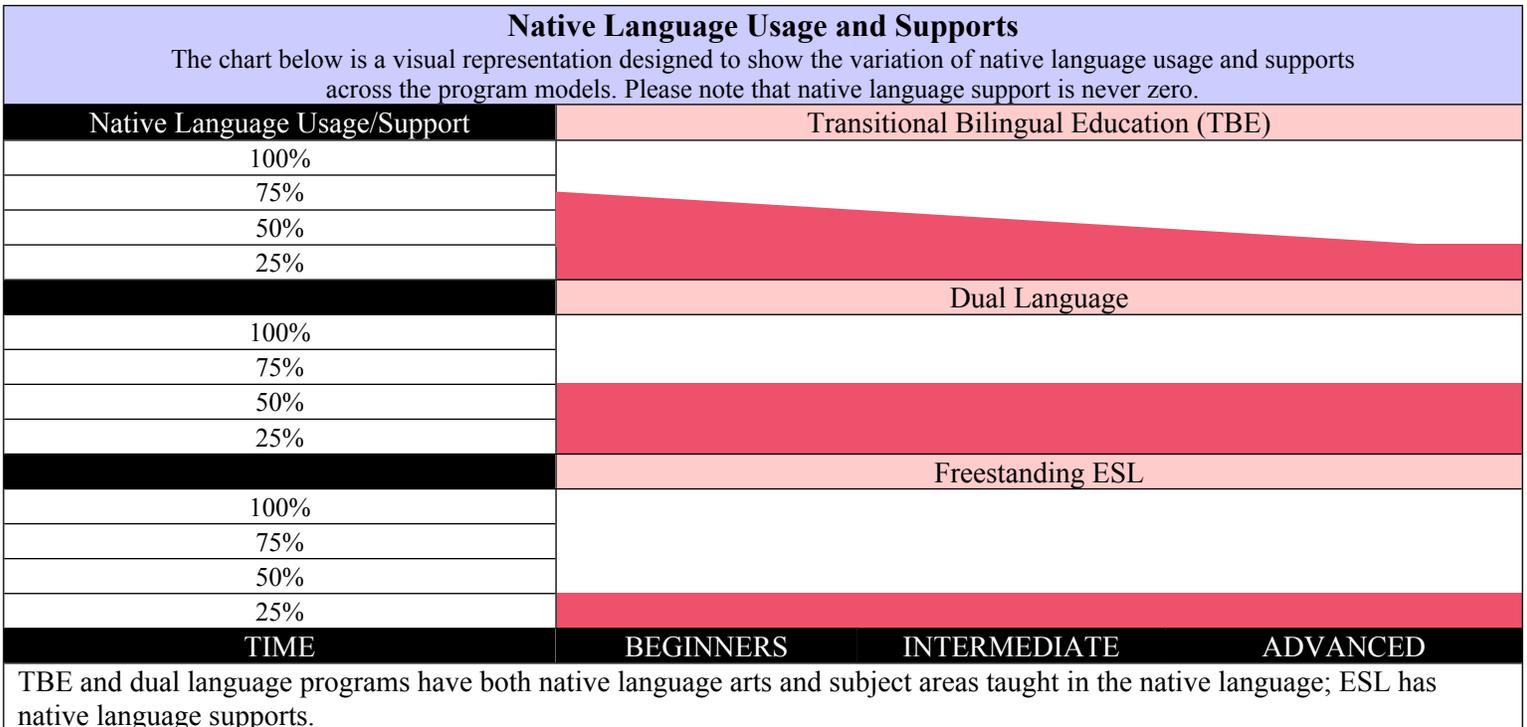
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

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



## 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?

Intervention programs to targeted ELL's subgroup are put in place to support students' language development. All services offered to ELL's are in English. The newcomers are provided with 360 minutes of ESL services by certified ESL teachers. The ESL program develops skills in the four modalities listening, speaking, reading, and writing in English. Students use all modalities of the language for information and understanding as well as for literary response. A variety of instructional strategies and activities are implemented to ensure that the ELL's receiving service from 4 to 6 years meet and exceed the standards. The instructional strategies utilized by the two ESL teachers include: Cooperative Learning Approach, Language Experience Approach, and Cognitive Academic Language Approach. These strategies are utilized during a variety of theme based activities using a wide range of materials that include teacher created materials, trade books, story telling, and technology. ELL's/SWD receive services according to their IEP's. A variety of materials that include books and audio

tapes are used daily to support fluency and comprehension as well as internet resources. The books include repetitive text structure, simple sentences, close picture match, games, etc.

Transitional support for ELL's reaching proficiency. The ELL students who reach proficiency on NYSESLAT test will no longer be serviced by ESL teachers. However, the students receive additional support services by AIS providers, in addition students on grades 3-8 that tested out are entitled to extra time in a separate location for testing as well as a third reading time of the listening passage.

Our school purchased new software programs for the current school year. Some of the programs are Earobics, and the Roseta Stone, which are computer/internet based programs. The school expectation is to accelerate students' acquisition of the language. With these programs students will continue developing their learning skills in all the areas.

The Programs are not changed, to determine student's reading lexile levels, ESL teachers will use as an assessment tool Scantron, Performance Series, which is a computer testing tool, in addition students are tested with the DRA, Acuity, and the Periodic Assessment during the Spring session. Informal assessments are not just used by the ESL teachers, but by all other teachers. Teacher's observation, one-on-one conferences are also used to monitor student's progress throughout the school year.

All students, ELL's and SWD are afforded equal access to all school programs. The school invites all ELLs and SWD to participate in all afterschool program. In addition, Title III offers Saturday programs specifically designed for ELL's. The purpose of the program is to provide students with opportunities to develop their literacy reading and writing skills. The Saturday program is developed in alignment with teachers daily curriculum and standards, but also modifies the learning based on student's proficiency levels. Special emphasis is giving in the areas of Reading and Math content. Students reinforce the concepts by practicing the skills in the technology room. All ELLs are also invited to participate in the SES after school program. The goal of the program is to support students learning in ELA, Math, Science, and Social Studies.

Instructional materials:

ESL teachers use a wide range of materials that include books and audio tapes to support fluency and comprehension. Curriculum maps and Earobics, is a research based program that supports student's development of the oral language, literacy, and the content knowledge.

Lessons are tailored to the needs of ELL's, in addition the program offers a plan to enrich and assess students' progress. ESL teachers use high interest non-fiction books to support Science and Math instruction. Manipulatives are used for hands on activities to enforce learning concepts and to move students from the concrete to and abstract skill. Moreover, the ESL program provides a variety of fiction titles so children can practice reading different genres. Large colorful charts are used to highlight different strategies and skills children need to be excellent readers. During the literacy block classroom teachers also include the Leap Frog program. Leap Frog promotes language development through interaction. These instructional programs and activities are implemented to ensure that student's meet and exceed the standards.

P.S./I.S 328 only uses the freestanding ESL program. All instruction is in English, yet Newcomers may receive some support in their native language. For content areas such as Math, Science and Social Studies, they receive grade appropriate texts and work books in the native language (Spanish). In addition, ELLs are provided with content area exams in their native language. If the test is not available in the native language, translation is provided for content area tests. During the test, ELLs are entitled to some modifications which are to use bilingual dictionaries/glossaries/electronic translators etc. All services required support and the resources correspond to ELL's ages and grade levels. Students receive services in separate locations with an extension of test time. For the listening portion of the test, the read-aloud passage is read three times to ELLs as instructed in the testing guides for teachers and administrators.

All ELL students participate in small groups instruction in all content areas. In subjects like Science, Social Studies, and Math, students are able to use materials in their native language. All children, including ELLs, are exposed to Core Curriculum, technology, science, cultural celebrations, and dance groups. ELLs in grades 6-8 also attend to advisory sessions, and participate in school trips to gain hands-on experience of the culture and the learning associated with school curriculum.

Before the beginning of the school year, P.S./I.S. 328 the school offered workshops to parents during summer school and inform them of activities to assist newly enrolled ELL's.

P.S./I.S. is a PK-8 school, in our school we provide the Free standing ESL program. Students in middle school are offered materials and personal that speaks Spanish. Teachers, parents and paraprofessionals also support ELLs in the transition of learning the language and the culture. Middle school students received math instruction in Spanish, for two periods a day.

### **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.

All ESL teachers at P.S./IS 328 are actively involved in professional development. They attend to network monthly meetings to keep up with the necessary administrative paperwork as well as the current research-based ELL instruction. The ESL teacher attends common prep grade meetings for planning and assisting with the challenges ELL's face to classroom teachers

ESL teachers provide assistance through Professional development and Collaborative planning. Our professional development sessions are designed to support monolingual classroom teachers in delivering instruction to our ELL students. ESL teachers coordinate instruction with teachers throughout the year. As the ELL's transition from elementary school to Junior school, ESL teachers work in collaboration with our school guidance counselor Ms. D. Brown to ensure ELL's proper placement in High school as well. Our ESL team is available to respond and assist the High school ESL teachers with concerns regarding the transferred ELL students.

The Professional Development program goal is to assist all classroom teachers with the skills needed to meet the needs of ELL students. Teachers are familiarized with the concepts of ESL, culture and language as well as the characteristics of ELL's. The professional development workshop given by the certified ESL teachers exposes the mainstream teachers to different approaches of ESL instruction and content area teaching for a minimum of 7.5 hours. Non-ESL teachers learn a variety of ESL methods to promote the development of the cognitive, academic, and content specific English language skills necessary for ELL's in the classroom and survival. The ESL teachers provide staff development as part of the Title III plan to ensure that monolingual teachers are able to deliver instruction to our ELL's.

Monolingual classroom teachers were trained with the 7.5 hours mandated for monolingual teachers training during staff development at the beginning of the school year. During the professional workshop, classroom teachers are introduced to QTel strategies, and NY State standards. The teachers' lesson plans show proof of ESL intervention strategies during their lessons. Professional development includes topics such as ESL strategies, materials, methods, assessment and lesson planning across all content areas. "The Collins Writing Method" was reintroduced to teachers to promote writing skills. To continue fostering students learning, during professional development periods, the ESL teachers plan with classroom teachers by providing skills and strategies that will support instruction. Different ELL strategies and skills are analyzed among the staff while planning and by identifying the most appropriate strategies for ELLs, SWD and for the content.

Our ESL teachers participate on ESL professional development provided by the network for our cohort. Also, we encourage and disseminate the information about the OELL's professional development workshops provided by the Department of Education to all our staff members.

Our school also provides in-house sensitivity and cultural proficiency training as part of our school-wide goals for the 2011-2012 school year. ESL students are encouraged to have a high self esteem as well as healthy social relationships throughout the school community. Special education teachers serving ELL students receive training in how to align IEP goals and ELLs' linguistic needs. Beginners and intermediate cooperative groups offer the adequate pacing for special education ELLs to achieve their goals. ELLs' teachers also continuously make adaptations to the materials to be accessible to the Special Education ELLs needs. Special Education teachers and support staff, such as speech therapists and SETTs teachers, also include ESL methodology in their lessons.

## 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?

Ms. Samone Stroman, our parent coordinator provides monthly workshops for parents by using different types of communication skills and strategies. Parents of ELL are invited through letters, flyers, and telephone calls. Workshops are given in educational content areas and other topics related to their children learning. The school also partners with "Groundwork" The organization also conducts workshops for parents in social, emotional, and affective areas to support to all students including our ELLs.

Parents needs are obtained through parent surveys, including the LES. Based on that data the parent coordinator, the ESL teachers with the director of Learning Leaders provide training and offer workshops to parents. Workshops are developed to support parent's needs. Our school follows and develops an action plan to further support and develop their needs.

The school also address the needs of parents whenever parents come to our school and as they come to our trainings. Parents are allowed to come to room 218 and be able to use computers if they need to do researches eg. (jobs, aris, resumes, etc.)

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under No Child Left Behind legislation and section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child's learning; parents are encouraged to be actively involved in their child's education at school; Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in No Child Left Behind legislation and section 1118 of the ESEA.

Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Through the efforts of the Parent Coordinator, the PTA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

Parents will be invited to attend culminating celebrations marking their child's success at the school, student of the month celebrations, 100% attendance during the school year. School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school. The school calendar of events will be disseminated each month; two weeks before the start of the month. Information about English as a Second Language (ESL) classes; and GED classes, in both English and Spanish, will be given to parents.

At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning; and pre-kindergarten (early childhood development).

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2	1	0	7
4	1	2	0	0	3
5	1	3	6	0	10
6	0	7	2	0	9
7	0	4	0	0	4
8	3	1	0	0	4
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	4	0	5	0	1	0	0	0	10
4	1	0	3	0	1	0	0	0	5
5	1	0	10	0	0	0	0	0	11
6	6	0	5	0	0	0	0	0	11
7	2	0	2	0	2	0	0	0	6
8	1	0	3	0	0	0	0	0	4
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	4								4
8	4	0							4
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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

DIBELS/ ECLAS and DRA are used to assess the early literacy skills of ELL's. Based on these assessments K-2nd grade ELL's scores in the areas of Phonics, Reading, and listening are below performance level, compared to their peers who are English proficient speakers. About 84% of our ELLs speak Spanish and the 16% speak another language (Haitian Creole, Fulani, and Arabic). For all ELLs, we will need to provide extra support and more time, until they can acquire the second language. In addition, about 68% of our ELLs live in the country less tha 3 years, and they are just beginning to learn the language. The other 17% of ELLs, who are in the country,are linving in the US about 6 years, and 15% longer than the others, but all students are still in the process of acquiring and the developing the second language. ESL teachers are continuously using data to inform school's instructional plan. ESL teachers group ELL's based on their specific language needs and lessons are developed in alignment with ESL methodologies, strategies, and differentiated instruction. DRA scores are used as a guide for our freestanding ESL instructions and the ESL teachers focus on vocabulary, fluency and language enrichment.

The data patterns across the proficiency levels(on the LAB-R and NYSESLAT) and grades reveal that in the Listening and Speaking modality about 26% of students who took the test fall in the Beginning/Intermediate Level, 74% Advanced and Proficient level. For the Reading and Writing modality about 64% of ELLs in grades K-8 fall in the beginning or Intermediate level of performance, and 26% of students fall in the Advanced/Proficient level.

Based on the evidence we gathered from these patterns, all the four modalites affect our instructional decisions, as a consequence, our focus will be to targeted to the four modalities. However, as the Reading and Writing modality are the two of the most difficult modalities to achieve, ESL teachers will therefore spend more instructional time on these modalities. To move ELLs to the next proficiency level, and help them exit the program, ESL teachers will need to review strategies and skills already used and develop a plan to reduce this deficiency. The Meta-cognitive and affective strategies will be utilized not only by the ESL teachers, but by classroom teachers as well to infuse langage development through the content areas. ESL programs will integrate the academic language development within content areas instruction too.

The ELLs' assessments include LAB-R for incoming students and the NYSESLAT for everyone. Our ESL teachers use the skills tested in the NYSESLAT to drive instruction as well as incorporating other test preparation skills, which students need for general testing. Our

ELLs also take ECLAS-2 Early childhood tests (grades K-3), NYS ELA tests, grades 3-8 (except exempt students) with proper accommodations, EPAL language test (grades 2, and 3) with proper accommodations, Interim Practice Tests (with accommodations), NYS Math Test (translated version if needed) with proper accommodations, NYS Science Test, (translated version if needed) grades 4 and 8 with accommodations. Our ELL students' performance on standardized tests shows a correspondence between their English proficiency level and their scores.

The LAP calls for continued ESL programming emphasizing English language acquisition. Interventions to accommodate the students' needs and current levels regarding the four modalities. We are committed to providing appropriate test modifications to ESL students. Students of all levels (beginner, intermediate, and advanced) are entitled to receive modifications on state, region, and city assessments in all content areas. These modifications include extended time (time and half) separate locations. For the Listening selection teachers will read three times the listening selection, these modifications benefit most of them. We also find that these accommodations benefit all our ESL students. We instruct students how to take advantage of these accommodations to promote achievement on tests. Accommodations are also offered as an extension of services to former ELLs for two years after they pass the NYSESLAT test, but they are not entitled to receive ESL services anymore. However, they have the services from the AIS provider or other resources to help with the transition.

Students who entered Kindergarten scored at the advanced and beginning level in all four sections of NYSESLAT. From K-8, 26% of students scored at the beginning/intermediate level in Listening and Speaking, 74% scored at the beginning/intermediate level in Reading and Writing. 64% perform at the beginning/intermediate level, while the other 36% performed at the advanced or proficient level in Reading and Writing. Students in grades 4-8, about 66% scored at advanced or proficient in level. The NYSESLAT result also shows that (9) of the 58 ELLs moved either from intermediate to advanced or from advanced to proficient. ELL students who are identified as beginners, especially new comers exhibit a low performance in the four modalities on the test. The focus for beginners is to promote the development of oral language, by using visuals to promote the development of the listening and speaking skills. Building students' vocabulary before, during, and after reading lessons will also promote the development of the language. The main goal for all ELLs is to move them from intermediate to advance levels and if possible to help them to test out from the program.

Fifty eight (58) ELLs took the NYSESLAT test last year. Emerging mastery of listening and speaking skills develops first (BICS), due to interaction with peers and adults. Reading comprehension and writing skills emerge after (CALPS) several months and/or years. Generally, the students' skills in the four modalities are accurately reflected in their NYSESLAT scores. Beginners exhibit a low performance in the four modalities, even Intermediate students are still behind in the development of learning skills. Advanced students exhibit a better understanding of the language strengths in the four modalities.

Thirty-six (36) ELL students in grades 3-8 took the NYS ELA Test during 2010-11 school year. Out of the 36, 16 students scored at level 1 (44%), 18 scored at level 2 (51%), 2 scored at level 3 (5%). Looking at the results, we can see that the majority of the ELL students are between levels 1 and 2.

Forty two students (42) in grades 3-8 took the NYS Math Test during the 2010-11 school year. Out of the 43 students, 13 (33%) scored at level 1, 13 (31%) scored at level 2, 26 (62%) scored at level 3 and 3 (7%) 0% scored at level 4.

Only students in grades 4th and 8th took the NYS Science Test. Four (4) students took the test in fourth grade. Out of the 4 students, 3 scored level 2, and 1 student scored at level 3. In eight grade (4) students took the test, all of them scored at level 1. Generally, all ELLs did not approach the standard. They did better on the hands-on experience because students can use more visual cues from the experimental portion of the test as it indicates that students learning styles need to be considered during instruction.

As a generalization, we can say that proficiency in English has a direct relationship with the students who are not approaching the ELA grade standards. Most of our ELLs did not approach or meet the standards which indicates that teachers need to provide these students with strategies to succeed in the coming test.

There is some correlation between grade, ELL level and number of ELLs in each grade. Most beginners enter the ESL program in the lower grades although newcomers enter all grades randomly. There are fewer long term ELLs in the upper grades.

In general, beginners' performances reflect NYSESLAT scores. There is a high correlation between NYSESLAT scores and content area assessment

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Phillis Wheatley

**School DBN:** 328

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Douglas Avila	Principal		12/6/11
Darlene Teron	Assistant Principal		12/6/11
Samone Stroman	Parent Coordinator		12/6/11
Becky Tian	ESL Teacher		12/6/11
William Furse	Parent		12/6/11
Antonio Robles/ELA	Teacher/Subject Area		12/6/11
Blossom Spencer/Earlychildhood	Teacher/Subject Area		12/6/11
Maria Romero-Toral	Coach		12/6/11
Kindra Hargrove	Coach		12/6/11
Dawn Brown	Guidance Counselor		12/6/11
Patricia Tubridy	Network Leader		12/6/11
	Other		
	Other		
	Other		

**School Name: Phillis Wheatley**

**School DBN: 328**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 19K328      **School Name:** PHYLLIS WHEATLEY

**Cluster:** 212      **Network:** 2

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

**Part A: Needs Assessment Findings**

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

To ensure that all parents will be provided with appropriate and timely information in a language they can understand we are using the Home Language Survey and emergency cards. Data and methodology used will be assessed and maintained in studentss' records and in the main office. HLS (Home Language Survey. Home Language Survey's were examined to determine the primary language spoken by both students and parents. In addition,the RHLA data collected from ATS was examined at the beginning of the school year to help the school to determine language translation of materials for both students and parents. The data will be monitored on a monthly basis to continue supporting all parents.

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

The majority of our non-English speaking parents speak Spanish. The minority of our non-English speaking parents speak languages as Haitian Creole French, French, Fulani, and Arabic.

- Supervisors at all levels, teachers in all subject areas were also interviewed to assess the written translation and oral interpretation needs.
- Eventhough that school has competent personnel that speak Spanish, teachers manifested the need for Spanish translators when educators are attempting to contact parents by telephone and the need is also for translators during Parent-Teacher conferences.
- The findings were communicated to the school community during our monthly STAFF Conference, and in the PTA meetings through the Parent Coordinator.

## Part B: Strategies and Activities

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

The written translation services the school will provide will focus on the translation of Progress Reports, Memorandums, letters, flyers or notices pertaining to the academic and non-academic support to students and parents such as the Saturday Academy, extracurricular activities, After-school tutoring, upcoming assessments, and NYS Assessment. All those translations will be communicated and provided to parents and about the school's academic programs, student participation, and academic performance. All written Spanish translations will be provided to our teachers, , and our parent coordinator. To meet the needs of other students' and parents whose home language is not English or Spanish, the school will use the Department of Education's translation services to meet those needs. The school will ensure that the Spanish Teacher will translate all necessary documents in advance to meetings. For translations that the school will not be able to provide, we will require the Department of Education's services. Information needed will be given at least three weeks in advance. In order to ensure that all all families will be informed of the school events, information will continue to be sent to parents on a monthly basis in English and Spanish. To inform parents about what their child will be learning each month, school newsletters, monthly calendars, school notices, a parent handbook, school website, flyers, etc. These written translations are provided by in-house staff, sometimes performed after school at per session rate.

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.

Spanish oral translation services will be provided by school staff and parent volunteers who speak the language. If the school is unable to identify a translator in the other languages, when needed, the Translation and Interpretation Unit and BETAC --- will be used to provide translation for languages that cannot be translated in school. During Parent Association meetings a person will be available to translate (English/Spanish) for parents. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during scheduled conferences with parents. Parent volunteers are also available to support parents in need of translation services. The ESL coordinator and supervisors (principal and asst. principal) are fully bilingual (Spanish) and they are available to translate when needed. In addition, prior to parent teacher conferences, every teacher at the school is made aware of the translation services provided by phone or in person. We will provide each teacher with a Language Card to make available to non-English speaking parents so that they may indicate, if necessary, their language and identify it for over-the-phone interpretation services of any of the languages on the language card. (Haitian Creole, and Arabic)

In order to keep all our parents informed, the following oral interpretation services will be provided during:

- PTA meetings
- SLT meetings , Principal meetings
- Parent Workshops ( NYS ELA, Math, Science, ELL Assessments, Field Tests, Acuity, ARIS) are given to parents in both languages.

- Parent Teacher Conferences
- Registration
- Night Open House

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

School will fulfill Section VII for parents who speak languages other than English, by providing a translated Bill of Parents Rights and Responsibilities. Parents that come to school are asked to sign forms in both English and Spanish. Spanish forms are sent for parents whose home language is Spanish as well. For parents whose English or Spanish is not their spoken language, the school will send written notifications of their rights regarding translations and interpretation services. Procedures in regards of translation and interpretations are posted at the main entrance of the school to notify/advise parents the services available and the location where they can find the Parental Rights and translation interpretation services. The notice is written in all applicable languages. To ensure that all parents are aware of these services, the school makes sure to include in the school's safety plan the procedures in the event that parents will need assistance. Procedures in regards to translation and interpretations services are posted in the school's main entrance. In addition, parents will be informed to visit the Department website page so they can learn about the translation and interpretation rights and services provided by the D.O.E.

- a. A copy of the Parents Bill of Rights is posted outside the Parent Coordinator's Office (copies are available in the nine most common primary languages by parent's request at the school's main office).
- b. The department of Education's website address/link is also posted for families to download or obtain a copy of the Parent Bill of Rights.
- c. Signs are posted at main entrances to school building; main office and parent coordinator's office stating the availability of translation and interpretation services.
- d. Office staff, (Principal, Asst. Principal, and secretary) are fully bilingual (English/Spanish) and they provide families with any information requested.
- e. There is availability of the Department of Education's website as a way of providing parents information about translation services and interpretation rights.
- f. We provide parents with the school's monthly calendar/newsletter of events in Spanish and other languages.
- g. During parents conferences, parents are provided with progress reports three times per year in their native language and in English.
- h. We provide parents with monthly curriculum calendars to ensure that parents are informed about what their child will be learning each month and how they can support their child's learning at home.
- i. We provide translation at all meetings, workshops, parent conferences, and PTA meetings.
- j. We also provide parents with written informational pamphlets to inform current curriculum topics per grade in the 9 available languages provided by the New York City Department of Education's Translation and Resources Unit.

k. We provide each teacher with a Language Card to make available to non-English speaking parents so that they may indicate if it is necessary for their language identification, or if it is for over-the phone interpretation services of any of the languages on the Language Card.

l. Our staff provides translated letters, memos, and flyers for school activities.

m. For the school year, the school provides monthly translated calendars for Everyday Math, Impact Math, and letters to inform parents of the curriculum students are learning in school. Information is also provided for parents as they are made aware what their children are learning in all subject areas (literacy, math, science, social studies, technology, music, dance). This is provided to parents so then they can provide support at home. PS/IS schools uses the New York City Department of Education's translated documents for registration, standards performance, conduct, safety and discipline coded, special education and related services as need by the school community.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Phillips Wheatley	DBN: 19K328
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

1. Phillis Wheatley (PS/I.S. 328) plans to support ELL students in ELA and MATH . The school will implement an After school program for grades 3-4 and a Saturday Academy program for grades 5-8. The program is designed to help our ELL students to achieve standards. Students will have the opportunity to increase their English proficiency and improve their core academic content knowledge. The teacher will implement and use strategies to support students in the development of the language and to become successful readers.

The school's goal will be to move ELLs from beginning to an Intermediate Proficiency Level in the NYS ELA assessment and to decrease the number of Long Term ELLs in ELA. Progress will be measured by using formative and summative assessments (beginning inventories, quizzes, end of units of study, Performance Tasks, Fountas and Pinnel Reading Records, and one-to-one conferences). Data analysis will determine which skills should be emphasized before, during, and after the lessons.

2. Title III funds will be used for Interventions, enrichment, and supplementary activities, which will take place during After school on Mondays and Tuesdays and on Saturday from 9:00 to 12:30. Students will be exposed to a different types of resources such as Compass Learning and Rosetta Stone, as well as teacher made materials. These activities will support students in the development of the language.

3. Approximately 25 students in grades 3- 8 will be invited to participate in the After school and on Saturday. The main focus of the academy is to supplement students with specific reading skills to support their needs for reading comprehension. Teachers will promote or build students background knowledge, teach explicit vocabulary, and use the check reading comprehension skill. these skills will improve ELLs' comprehension skills and put them on the path to becoming successful readers and to master the skills needed in the NYS ELA and the NYSESLAT Assessments.

Analyzed data used from Acuity, and the AMO Estimator indicates that students are lacking on the Reading and Writing Modalities most of the students are performing in the beginning or intermediate level in addition to the Diagnostic and -Benchmark ELA assessments and Running Records, end of the unit assessments, portofolio pieces, Performance Tasks, and teacher made assessments, show that ELLs struggle in the reading and writing modality. During the academy the teacher will collect and analyze data to determine students progress as well as the effectiveness of the Academy.

P.S./I.S. 328 will provide an intensive English Language Instruction sessions, which will supplement ELLs skills whom during last year's NYS ELA assessment scored at levels 1 and 2, and at the beginning or Intermediate level in the NYSESLAT modalities. Newcomers, beginner ELLs, and Intermediate ELLs in

## Part B: Direct Instruction Supplemental Program Information

testable grades will be invited to participate in the academy.

Compass Learning is a research software program that will be utilized for our ELLs. It uses innovative teaching methods with a rich curricula which promotes the developmental of students critical thinking skills. Skills learned through this program will allow students to use in and out of the classroom.

The program will be used to teach or reteach concepts which will promote students transitions and move them from the intermediate to the more advanced content and it will set the stage for a more rigorous instruction. Students in the intermediate and advanced level will be exposed to the program. It will promote the acquisition of the English Language through the listening and reading modality. In addition it differentiates instruction based on student's levels of performance. Students will be able to visualize, use repetition, until they acquire the language and develop fluency in reading. The program provide teachers with data which will be used to drive instruction.

The software program will be used to strengthen student's literacy skills in the five elements of literacy, phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program will teaches student to develop their listening and reading skills. It is a multisensory reading intervention program that promotes the learning of the English Language. It provides and individualized reading instruction in all the 5 Reading elements, lessons are tailored based on student's needs. The program differentiates instruction based on student's performance

5. After School sessions will be offered to 25 students on grades 3 and 4. It will run on Mondays from 2:30 to 4:30 and on Tuesdays from 3:15 to 5:15. Saturday Academy sessions will be offered for 25 students in grades 5-8 and it will run from 9:00 to 12:30pm. The programs will run from December through May 2013 for 26 weeks each. One 4 hour session will be used to plan for the two groups, prepare materials, and resources for instruction. Two three hour session prior to the end of the program will be also used to assess students. Data will be used and analyzed towards measuring student's progress.

Two day session will be used to bring students to an educational trip to the American Museum of Natural History. On February 21, 2013 students in grades 3-5 will participate in the Our Human Family Tree (Grades 2/3, and 4/5), and students in grades 7-8 will attend on February 22, 2013.

February 21, 2013 students in grades 3-5 and February 22, 2013 students in grades 7-8, will participate in the Adventures of Science- Our Human Family Tree-Who are we, and where do we come from? Take a fascinating journey through human evolution and learn about our ancestors from early primates to the first Homo sapiens to walk the Earth. The program will supply students with materials, as well as opportunities for the teacher to teach our ELLs. Students will learn about who are we, and where do we come from? .Students will work on project based on their experiences.

One facilitator who is a certified as ESL/Bilingual/NLA teacher will push in the class to teach ELL students One facilitator who is a certified as ESL/Bilingual/NLA teacher will push in the class to teach ELL students.

As the Academy will run on Saturdays too, one supervisor will monitor the program, as there is not

### Part B: Direct Instruction Supplemental Program Information

other at the time. The supervisor will work 4 hours per week to supervise early arrivals, late dismissals, and any parent activities that may occur during this cycle.

6. Students in the program will be assessed regularly to determine students' progress. It will provide feedback to the teacher to monitor and differentiate instruction when needed. Benchmark assessments will primarily focus in the skills taught during the session. Those benchmark results will be analyzed and used to differentiate instruction based on student's needs. Results will serve as a tool to continue measuring progress and/or to identify student's strengths and weaknesses, as well as to compare progress with other subgroups.

### Part C: Professional Development

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

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

Begin description here:

Professional development will be provided for the teacher who will be instructing that group of students. The two PD sessions will be coherent, rigorous, aligned with DOE Reforms and Initiatives, which will foster staff critical reflection, classroom teaching, and effective teaching practices that will promote ELLs understanding of the second language. The teacher will be encouraged to participate and attend in and outside of school workshops (CFN 210 and city workshops) on best instructional practices for ELLs.

Strong professional development sessions will improve student's learning and school vision as well. This PD series will provide opportunities to expand content knowledge that will be connected with the student's work. The teacher will be asked to align instruction by using the the NYS ELA Common Core Learning Standards, Standards for English Language Learners, types of support for ELLs from the Department of Education Common Core Library, implementation of strategies will be used from ARIS Connect and ARIS Learns to support the teacher.

During the PD the teacher and the supervisor in charge will discuss about QTEL strategies, Math and Science strategies for ELLs, and differentiated instruction too. A review of the CALLA (cognitive Academic Language Learning Approach, TPR (Typical Physical Response) among others will also be revised to support the teacher during instruction.

A professional development session will take place before the Saturday Academy begins. The session will be conducted by the supervisor in charge. Different topics adapted from "Making Content Comprehensible by Echevarria, Vogat and Short, 2012 will be presented to support teacher(s) with the skills needed to implement in their class.

Reading Comprehension Strategies for English Language Learners

Adapting Content to Make it More Accessible for ELLs

Assessment Adaptations for ELLs – Having High Expectations!

### Part C: Professional Development

#### Differentiating Instruction for ELLs

#### Effective Strategies for English Language Learner and the QTEL Strategies

Analysis of student's data will be used to drive instruction and to differentiate skills and strategies as well.

### Part D: Parental Engagement Activities

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

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

Begin description here:

1-ELL Parent Workshop - To provide suggestions on how to help children at home. Create a book Club where parents will be able to develop the habit of reading, so they can practice with their kids at home. Parents will be provided with tools that will be used at home to help children to develop the basic language skills.

ELL parents can participate in school activities and projects. Participate in two educational trips, at the end of February parents will be invited to visit the Natural History Museum, and at the end of May they will be invited to visit the Metropolitan Museum.

Create a Bilingual Storytelling Hour - Parents will learn about different cultures by listening to stories in English and the different native languages, and show them how to make some simple books using basic supplies with children at home.

During the Months of January and February parents will participate in two learning sessions. a)parents will review/ learn about the four NYSESLAT Modalities, which they can practice and use to support their children at home in the development of the skills of listening, speaking, and reading through performances of songs of the season. b) Speaking Writing Festival to showcase the communication skills of the four modalities through speeches and writing performed by students

Parents will participate in a "Coffee Hour" where they will have the opportunity to review the ARIS and ACUITY sites, as well as MY MATH page resource. Parents will participate in a mock testing exam, so that they will have a better idea of the changes in the NYS ELA and MATH assessments.

ELL Parent Year-End Meeting - Provide parents with suggestions and ideas on how to help their children at home and provide them with the appropriate materials (when available) needed to accomplish the task. To provide suggestions on how to help their children during the summer months

3-Parents will be encouraged to participate in various school activities. Meetings will be schedule based

**Part D: Parental Engagement Activities**

on necessity as well and on parental response to surveys. Our PTA in conjunction with the Parent coordinator, and the ESL teachers will hold a Family Literacy and Math Nights.

**Part E: Budget**

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

Allocation Amount: \$11200

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