



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: WINGS ACADEMY

DBN: 12X684

PRINCIPAL: WAYNE COX

EMAIL: WCOX@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ANTHONY LODICO**

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
Wayne Cox	*Principal or Designee	
John Monteforte	*UFT Chapter Leader or Designee	
Denise Roberson	*PA/PTA President or Designated Co-President	
Ava Hunter	DC 37 Representative	
Johan Reyes	Student Representative	
D'Asia Brunson	Student Representative	
Simon Desmarais-Zalob	CBO Representative	
Nucian Butler	Member/UFT Teacher	
Ouida Lodge Jones	Member/UFT Teacher	
Diane Mammolito	Member/UFT Teacher	
Fay Housen	Member/UFT Teacher	
Ramona Brunson	Member/SLT Secretary/Parent	
Bety Pineda	Member/Parent	
John Stuckey	Member/Parent	
Sharon Chin	Member/Parent	
Martha Ortiz	Member/Parent	

Winifred Coulton	Member/Parent	
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** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

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

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

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

Major Recommendation

- 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.

“Individual teachers are not consistently using item analysis to adjust their instructional practices. This prevents teachers from identifying trends, strengths and areas of need for their students and inhibits student progress.” 2009-10 Quality Review, page 4.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

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.

There will be a 3% increase in students who score 65+% on the Integrated Algebra Regents for the 2012-13 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - 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.

In Sept-Oct our Assistant Principal and Math Department will review our Integrated Algebra Mathematics curriculum for alignment to the New York State Regents and order textbooks. Then in Oct conduct baseline assessments of Grade 9 and 10 for Integrated Algebra and identify Standards and skills need for Integrated Algebra Regents and monitor and track student on-going progress in developing mastery. In addition, from Oct-May we will also provide enrichment, after-school, and home activities to develop student mastery and make-up or revisit previous Standards and skills, utilize technology and prep courses to reinforce mathematical content and skills. While on an ongoing basis we provide parents with ongoing feedback through our schools aides and opportunities to conference and guidance counselor reports to teachers and parents. And as part of our schools teacher team work, we will implement a formative system of grading and CCLS units and performance tasks.

Budget and resource alignment

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

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

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

**Service and program coordination**

- 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).

In order to provide students with services to improve their mathematics scores, per-session funding will be needed for teachers (three teachers, once a week each, for four hours per session, February to June, three administrators, once a week each, for four hours per session, February to June, and one school aide and one educational para once a week each, for four hours per session, from March to June). In addition, a Reading Teacher will be required to provide AIS services for the school's lowest-level readers and special needs students. Supplemental textbooks will also be purchased and used in the AIS programs.

Integrated Algebra Workbook (317)

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.

“In the absence of focused student goals, teachers provide a generic experience for targeted students.” 2009-10 Quality Review, page 4

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

____ 3.2 Enacted curriculum

____ 3.4 Teacher collaboration

____ 3.3 Units and lesson plans

 x 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.

There will be a 5% increase in the ninth grade student with disabilities (SWD) that earn 8+ credits for the 2012-13 SY.

Instructional strategies/activities

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

We will start the process (Sept-Oct) by reviewing and updating IEPs/records of incoming first year students with disabilities and obtaining appropriate textbooks/software. We will conduct baseline assessments (Sept-Oct) and ongoing benchmark assessments throughout the course of the year, and for incoming first year students we will establish student goals (Sept-Oct) In addition, we will need to conduct professional development for using data to drive instruction and differentiated instruction (Sept-Jan) and provide opportunities for students to make-up work and have experiences to build their identified needs It is essential that we conduct regular parent/student conferences on a regular basis (twice a term) and establish teacher –student partnerships that include our educational paras and school aides. A reading teacher and educational para will be used to develop literacy strategies for use in all content courses and track students progress in literacy skill development so their specific needs can be targeted. We will continue to implement PDIS to reinforce positive behaviors and create a reward system and a school-wide data system for student performance. And then Implement after-school groups for all students with disabilities.

Budget and resource alignment

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

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

Service and program coordination

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

Title I SWP Focus and Priority money will be used to fund 24% of one High School Reading teacher that will support SWD to develop literacy strategies to ensure student progress and credit accumulation in all content areas.

Per-session (teacher SPED, administrator, and school aides,– one teacher, once a week each, for four hours per session, February to June, one administrators, once a week each, for four hours per session, February to June, and one school aide once a week each, for four hours per session, from March to June, one educational para, once a week each, for four hours per session, from March to June). will be needed for SWD's after-school academic and youth development programs, counseling, and enrichment, and support, and content special textbooks and manipulatives will also need to be purchased. And professional development and inquiry teams related to the SPEDs will also required per-session funding.

7 CCLS-approved literature books (60 each)

Educational Software: Castle, Study Island, Boardworks (100 site licenses each)

Budget and resource alignment

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

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

Service and program coordination

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

Title 1 SWP Focus and Priority money will be used to fund 24% of one High School Reading teacher that will support English Language Learners develop literacy skills to improve their literacy skills and increase their NYSELAT score by one performance level.

Per-session (three teachers, once a week each, for four hours per session, February to June, three administrators, once a week each, for four hours per session, February to June, and one school aide and one educational para once a week each, for four hours per session, from March to June .will be needed for ELL's after-school academic and youth development programs, counseling, and enrichment, and support, and content special textbooks and manipulatives will also need to be purchased. And professional development and inquiry teams related to the ELLs will also required per-session funding.

Milestones B and C textbooks and workbooks (25 each)

Educational Software: Castle, Study Island, Boardworks (25 site licenses` each)

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).

Funding will be needed for per-session (teacher/deans (3 hours per week, September to June), and administrator (3 hours per week, September to June) to support students in after-school activities with special youth development, programs, academic support, counseling, and enrichment, as well as parent communication and support, and academic resources and material, and professional development, team meetings, and inquiry work

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.

“Parent Communication: ... received information on services for your child or you, such as tutoring, after school programs, or workshops you can attend to help your child? (5.6)” 2011-12 School Learning Environment Survey, page 5

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.

Improve the Progress Report Grade for Parent Communication from 6.9 to 7.2 for the 2012-13 School Year.

Strategies to increase parental involvement and engagement

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

The school administration, an Educational Consultant, and the Parent Coordinator will collect and revise all student/family contact information (Sept-Oct). Initial parent contacts will encourage parent involvement and engagement with the school’s activities and facilities and an introductory school meeting will be held by the Parent Coordinator (Oct) to welcome all parents of new students. The school newsletter will continue to target the most relevant parent issues and needs (Sept-June) and ongoing guidance counselor parent conferences will be scheduled. In addition, student/parent college advisement will be provided for all juniors and Seniors. All parent communications will offer parents contact information to provide a response in a variety of forms and follow-up responses will be provided. Parents and students will be strongly encouraged to fill out the school’s Learning Environment Survey. And all school athletic events will also provide parent communications, feedback collection, and identification of all upcoming parent and community events.

Budget and resource alignment

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

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

Service and program coordination

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

Funding will be needed to support parent involvement and engagement in the school – especially in terms of improving the efficiency, frequency, methods, and response times in parent communications. Per-session will be needed for one school aide and one educational para once a week each, for four hours per session, from March to June to keep parents notified and address their issues. As well as providing parent involvement/engagement materials and resources to the parent coordinator, at all school functions, and parent association meetings.

**Supplies: Parent incentives (pens, T-shirts, planners, hats), food, transportation
Educational Consultant: Art Consultant (10 sessions, 2 hours each)**

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	Students receive services that are coordinated to their specific needs and availability of service. Primarily our two most viable services are tutoring (peer, small group, and one to one) and P.M. school classes. When feasible we have Saturday classes and when funding and programming permit, we have extra classes infused in some students' regular daily schedule. In PM School, students are taught in extended classes (approximately 90 minutes) after the traditional school day. Homework Help is offered by the Beacon Program (CBO) daily.		
Mathematics	Students receive services that are coordinated to their specific needs and availability of service. Primarily our two most viable services are tutoring (peer, small group, and one to one) and P.M. school classes. When feasible we have Saturday classes and when funding and programming permit, we have extra classes infused in some students' regular daily schedule. In PM School, students are taught in extended classes (approximately 90 minutes) after the traditional school day. Homework Help is offered by the Beacon Program (CBO) daily.		
Science	Students receive services that are coordinated to their specific needs and availability of service. In PM School, students are taught in extended classes (approximately 90 minutes) after the traditional school day. Homework Help is offered by the Beacon Program (CBO) daily. As well, at the conclusion of each semester, a student can attend Credit Recovery for one class in which they received 60% as their final grade. Primarily our two most viable services are tutoring (peer, small group, and one to one) and P.M. school classes. When feasible we have Saturday classes and when funding and programming permit, we have extra classes infused in some students' regular daily schedule. In PM School, students are taught in extended classes (approximately 90 minutes) after the traditional school day. Homework Help is offered by the Beacon Program (CBO) daily.		
Social Studies	Students receive services that are coordinated to their specific needs and availability of service. Primarily our two most viable services are tutoring (peer, small group, and one to one) and P.M. school classes. When feasible we have Saturday classes and when funding and programming permit, we have extra classes infused in some students' regular daily schedule. In PM School, students are taught in extended classes (approximately 90 minutes) after the traditional school day. Homework Help is offered by the Beacon Program (CBO) daily.		

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> --Students are given support in understanding their current academic standing and provided appropriate referrals to intervention services. These services are provided in small groups and individual conversations based upon the students needs. --Students are given support in understanding their current academic learning needs and provided appropriate referrals to intervention services --Students are given social and emotional support through weekly meetings in small groups. And a social worker is provided on a case-by-case basis. --Students are given health services as provided by the school and at-risk-health services are provided on a case-by-case basis
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.

New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification).

Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.

All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches

WINGS ACADEMY PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

WINGS ACADEMY SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Lawrence Pandergast	District 12	Borough Bronx	School Number 684
School Name Wings Academy High School			

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

Principal Wayne Cox	Assistant Principal Merwin Pond
Coach	Coach
ESL Teacher Ouida Lodge Jones	Guidance Counselor Lourdes Diaz
Teacher/Subject Area Weign Huang /ESL and Mandarin	Parent
Teacher/Subject Area Eljim Cuyacot	Parent Coordinator Deborah McNeally
Related Service Provider	Other ESL Coordin: Ouida Lodge Jones
Network Leader Lawrence Pandergast	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	541	Total Number of ELLs	25	ELLs as share of total student population (%)	4.62%
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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. [🔗](#)

To identify Newly Enrolled Students -The parents/guardians of each child that enters a NYC public school for the first time will complete the Home Language Identification Survey (HLIS). Based on the completed HLIS and an informal oral interview conducted by an ESL teacher, a determination is made as to whether a language other than English is spoken at home. If it is so determined, the child is then administered the LAB-R and the Spanish LAB Spanish for those students who native language is Spanish. The LAB-R establishes students' proficiency level in the English language. Students who score below the proficiency level is identified for state mandated ELL services and is placed in a proficiency appropriate class. Once students are tested and the results of the LAB-R are hand scored students get placed within ten days of enrollment. Also, after reviewing the NYSESLAT results by using the RLAT report students are placed in their appropriate ESL levels and in accordance with the NYS CR Part 154 mandated number of units of support for ELLs. Then parents receive the entitlement and placement letter that indicates that their youngster are entitled to the ESL services based on the score they received. In addition a letter is sent home to invite parents to an orientation. At the orientation parents see a video that describes all three programs that are offer by the NYCDOE (Transitional Bilingual, Dual Language and Free Standing ESL) then the parent survey and program selection forms are given to the parents. A phone call is also made as a follow up to the letters to confirm meeting time and date. All of this information is provided in English as well as the students' native language. The meeting is coordinator by the ESL and parent coordintator, Ms. Lodge Jones and Ms. McNeally. If a guardian can not make it to the meeting, the ESL coordinator(Ms. Lodge Jones) and the ESL teacher (Mr. Huang) make individual appointment to ensure that every ELL parent had the opportunity to receive informatin and return all forms.

All entitled ELLs (based on the RLER report on ATS) are administered the NYSESLAT, an annual assessment of students' progress. The ESL Coordinator ensures that parents and students are informed of the purpose and the importance of the test by distributing the NYSESLAT Parent Brochure, sending letters to parents to inform them of the testing schedule, and, nearing the test dates, calling parents to remind them of the Students who score below proficiency (i.e. beginning, intermediate or advanced level) remain ELLs and continue to receive services appropriate to their proficiency level. Students who score at or above proficiency are no longer ELLs. They can enter general education program with transitional support. Parent letters (continuation of entitlement and non-entitlement/transitional) are sent to parents in English and in the parents' preferred language, to advise them of the students' eligibility for ELL services.

In addition, transfer students who are admitted to Wings - The ESL coordinator reviews the original HLIS and Parent Program Selection Form from each student's cumulative record file. When students' records come to us with missing documents, the coordinator follows up by conducting a student historical profile searches on ATS, calling the former school, and interviewing the parents. We make every effort to determine a child's ELL status and properly place the child in the appropriate class, as per CR Part 154. After reviewing the parent Survey and Program Selection forms for the past few years, the trend in program choice is Free Standing ESL, which is aligned with our program. The ESL teacher and the ESL coordinator distribute the entitlement letters to the students that are eligible for ESL services. The records are maintained in a binder in the record room and a duplicate is kept by the ESL coordinator. The parent survey and program selection forms are stored in the students' permanent records and a copy is kept in the ESL informational binder.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	13
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	13

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

	ELLs by Subgroups									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	4	0	1	8	2	7	13	1	5	25

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	4	0	1	8	2	7	13	1	5	25
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	7	6	5	24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	7	7	6	5	25								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Wings Academy is a small school with a population of five hundred and forty one students, located in West farms section of the Bronx; however, there is a freestanding ESL program-servicing student in grades 9-12. There are no bilingual classes at the school. We currently have seven students in the ninth grade, seven students in the tenth grade, six students in the eleventh grade and five students in the twelfth grade. In this program, the students are mainstreamed in all of their classes. The native language is only encouraged to clarify instructions and to enhance difference English skills. The students are grouped by English proficiency level, which is Beginners, intermediate and advanced. The decision is based on the results of the NYSESLAT (New York State English Language Assessment Test). The beginner students receive 3 units of study (540 minutes), intermediate students receive 2 units of study (360 minutes) and the advanced students receive 1 unit of study (180 minutes). The ninth graders receive 480 minutes of ELA instruction. The tenth, eleventh and twelfth graders receive 240 minutes of ELA instructions. ESL students are taught by Ms. Lodge Jones, who is an international teacher that has an internship certification in ESL, and a provisional license in Spanish. Mr. Huang also teaches ESL and he has a permanent certification in ESL and Chinese. The ESL teachers in conjunction with the ELA teachers work collaboratively in identifying the language deficiency of the students and creating different ideas and materials to improve the student's proficiency. For example, the use of non verbal and context clues to provide meaning for instructions. The use of word banks. Applying different learning styles. Break tasks into smaller portion with the use of graphic organizers for visual and comprehension enhancement of the material. Arrange the class is groups to facilitate the participation of the ELL students. Use strategies such as CRISS (read and say something, 2 columns notes, etc.) to model language structures and thinking processes. The use of Bloom's Taxonomy to access higher order thinking skills. The incorporation of speaking, listening, reading and writing techniques to address all different learning styles. Once the deficiencies are identified, the teachers incorporate ESL methodologies to improve their English skills. In addition, the other content area teachers are also involved in helping students with their writing and reading skills. Students are served on a pullout basis. Student have classes in the middle of the day and at the end of the day to accommodate the students diverse needs. English is the language of instruction for the Freestanding ESL Program. The ESL teachers when necessary will do push in to assist the content area teachers.

Wings Academy is a setting in which inclusion is practiced. The student body: general education, special education and English Language Learners – participate in all facets of school life. Additional support for these students during the 2010-2011 school year was offered through our small class size, after-school tutoring and other academic intervention strategies. To better serve the needs of our ELL students, the school is maintaining our ESL teacher/s for the 2011-2012 school year.

We address the specific needs of English Language Learners through content area instruction and a balanced literacy program. ELLs must complete eight ESL/ELA courses to meet graduation requirements. After completing the third course of ESL, they are required to take companion courses for e.g. (Course 4, 5 and 6 go along with an ELA companion course). English Language Learners improve their writing skills through writing workshop techniques that support a fluency/clarity/correctness model of development. Guided by an ESL

A. Programming and Scheduling Information

and literacy teacher, ELL students choose “just right books” to meet their diverse language needs.

Field trips are incorporated in the curriculum to enhance language acquisition. Our ELL programs are aligned with the core curriculum offered in our non-ELL instructional program; an ELL Instructional Support Specialist provides in-class support for ELL teachers; the NYC Department of Education ELL Teacher Academy will provide rigorous professional development to ELL teachers in order to drive best practices into ELL classrooms; and our school has adopted a coherent, system-wide language policy for our ELL programs that will promote differentiation of instruction. Furthermore, ELL teachers will use the strategies of Balanced Literacy to ensure comprehensive growth in this curricula area; and instructional materials are aligned with State standards. All instructional programs are scientifically based.

Students identified at risk receive the following academic intervention services (AIS):

- Individualized instruction based on specific needs
- Small group instruction
- Extended day academics that focus primarily on literacy and mathematics

The Point of Entry Model (POEM) provides the lenses through which instruction is planned and implemented to ensure student engagement, student productivity, real world connection, and multiple assessments. All components of the POEM will include reading, writing, and discussion. The teacher will model, observe, and analyze student learning. He/she will advise, coach, guide, monitor student understanding and extend learning to future study. All learning activities take place with the context of the Principles Learning which include, among others, setting clear goals and high expectations and standards for all students and developing an effective means of assessing student progress in meeting the standards.

ELLs are evaluated in their native language. ELLs have the option to participate in alternative assessments in their native language. This is facilitated in all content areas as all ELL students are provided the NYS Regents examination in their native language. The rationale behind this approach is that research indicates that proficiency in literacy and higher order thinking skills in the native language will support and transfer with efficiency in the second language acquisition process.

All instructions is delivered in English with native language support. Differentiated Instruction for ELL Subgroups are as follows:

- a. SIFE - Students with Interrupted Formal Education are grouped based on their skills to receive intervention during the school day as well as for additional instruction during Saturday programs. SIFE students are supported through the pull out model to support the content area classes. Teachers across all subject areas ensure that the four modalities, listening, speaking, reading, writing are addressed in their lessons. The teachers use differentiated instruction, small group work, graphic organizers, and technology to support the SIFEs. In addition, students are invited to attend peer tutoring to further strengthen their academic areas of need. We increase our social, academic, career, and emotional support for these ELLs through our school counselor department, which organizes individual and group counseling to address the students' needs.
- b. Newcomers – Students are programmed for Freestanding ESL classes, pull-out services and tutoring services to assist them in their language development and cultural awareness. Students are provided with a paraprofessionals when budget permitted to assist the student in the content area class. The students receive the same level of work as the other students. This is aligned with our inclusion model. The students receive extra academic support from the ESL teachers to enhance their language skills through the four modalities, speaking, listening, reading and writing. Also graphic organizers and pictures are use to enhance comprehension of the materials. Role play strategies is utilize to acquire verbal skills. The use of the native language is encourage to acquire understanding of materials. In addition, the school counseling department help with the adaptation of the school environment. The students are provided with individual and group counseling.
- c. ELLs receiving service 4-6 years – Students benefit from freestanding ESL classes, pull-out services and tutoring services to strengthen their language acquisition skills. Instruction focuses on explicit vocabulary building and intensive academic literacy skills building. Teachers across content areas incorporate building skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction.
- d. Long Term ELLs (7+ years) – Our LTEs have near-native level of speech. Instruction includes: expand on figurative languages study, build academic language skills, focus on reading and analyzing non-fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive

A. Programming and Scheduling Information

academic literacy skills building, school counselors and school support staff offer intensive social-emotional, academic and career support to LTEs.

Students with disabilities – SWD-ELLs are appropriately served as per the student’s IEP. ESL, SpEd, NLA teachers collaborate to align curriculums with a focus on improving academic literacy skills. Teachers across all subject areas ensure that the four modalities: listening, speaking, reading, writing, are addressed in daily lessons. To maximize SWD-ELLs’ access to academic content, teachers provide the following instructional strategies: intensive vocabulary instruction on academic language, use of graphic organizers, grouping, activating prior knowledge by building background; dividing big projects into different parts; the utilization of visual aids to model activities; activating higher order thinking skills through sorting, categorizing, classifying, sequencing, charting, diagramming, teaching context clues skills. Instruction is also supported through the use of online program such as Readwritethink.org. The ESL, special education, and content area teachers collaborate in department meetings to discuss and share students' progress in order to ensure that each SWD-ELL is receiving differentiated instruction according to the students needs. Our school makes every effort to meet the diverse needs of ELL-SWDs within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

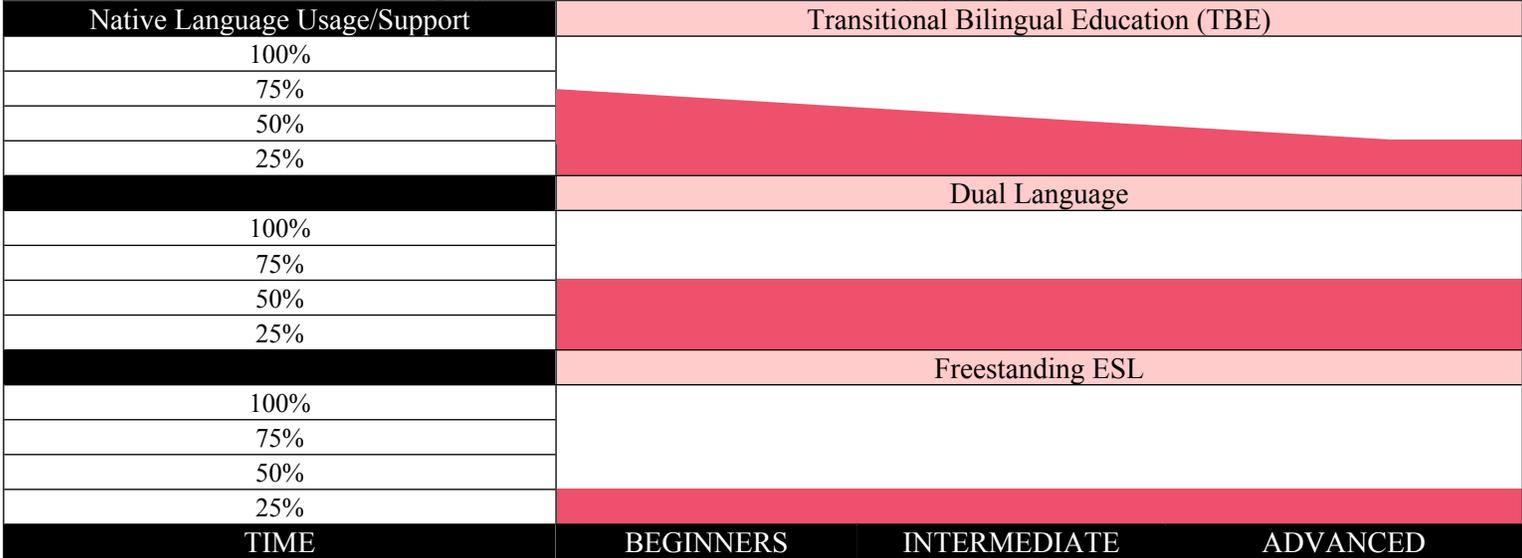
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Students in 9th grade receive about 250 minutes of writing skills to improve the English language. They have an additional math course, which supports the integrated math curriculum. They also receive an extra science class to support topics in living environment and biology. Students in 10th grade receive one hundred minutes of global studies to give the students the opportunity to comprehend the subject matter. In 11th and 12th grade students are scheduled for extra classes in algebra, biology, and global to help them pass the state exam and to prepare them for the college entrance examinations. All of the above support is given in the English language with strong native language support. After students have reached proficiency on the NYSESLAT, ELLs will continue to receive ESL support for 2 additional years through the extension of testing time, native language support and continuation of teacher collaboration to discuss student progress and effective ESL strategies. The transitional students are given Regents Saturday Academy and are encouraged to attend the last period class of ESL, which is at the end of the day. At this time no ELLs program will be discontinued. In addition, all after school programs are available to the ELL population. Athletics and general school activities are offered to ELL students, such as college counseling advisement, Drama club, extended day learning and special interest groups. In addition, Title III Saturday academy and cultural trips are other activities that ELL students are encouraged to participate. The ESL teacher and the content area teachers in the Title III program have meetings to evaluate and plan differentiated activities for classes. The technology used to support ELLs students are the overhead projectors in every classroom, which is an excellent visual aid for students and helps them with computer skills and the utilization of different computer programs. The materials used in the content areas as well as the ESL classrooms are bilingual dictionaries and glossaries, Shakespeare's books written for ELL students, and online resources. The native language support is provided in all content areas through the materials mentioned above. Required services support and resources correspond to ELLs' ages and grade levels in order to ensure Common Core Learning standards alignments and curriculum alignment. In addition, all new students and parents/guardians are invited to attend a freshman orientation to receive an example of the freshmen curriculum and to meet the staff. A tour of the school with the conjunction of different mini-lessons are included in the orientation. The mini-lessons include a laboratory experiment by the science teacher, a math, English and social studies lesson is included. The different clubs and athletic teams participate and give details for participation. The school counselor gives a mini-lesson on high school graduation requirements. All of this is done in English and in the parents' preferred language. Furthermore, all ELLs are offered Spanish and Mandarin (Chinese) as a foreign language.

C. Schools with Dual Language Programs

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

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.

At Wings Academy, (40) minutes of professional development are built into the school program every first and third Monday of the month. Additionally, classroom teachers will receive site-based, in-class staff development throughout the course of the school year in the core curricula. The school staff will receive professional development on the Common Core State Standards created by the Council of Chief State School Officers and the National Governors Association Center for Best practices. These standards are aligned with college and work expectations, rigorous content and application of knowledge through high-order skills, build upon strengths and lessons of current state standards, informed by top-performing countries, so that all students are prepared to succeed in the global economy and society and evidence and/or research-based. ELL instructional specialists and the network provide ongoing professional development. Two full days of professional development are provided to all staff who are involved with ELLs to include: Assistant Principals, subject area teachers, special education teachers, guidance counselors, secretaries, office personnel and the parent coordinator. A minimum of 7.5 hours per year are devoted to ELL identification and instruction. During the school year, ESL and content area teachers are encouraged to attend training offered by: NYCDOE (OELL's LAP-EPIC training; Math and CCLS, Demystifying ELL data), BETAC (NYSESLAT training), QTEL (scaffolding instruction for English Learners), Regional Special Education Technical Assistance Support Center (ELLs and SWD), and CFN 603 (ELL Identification and Placement, LAP workshops, BESIS, Meeting AMAO). Other topics of instruction will include:

- Balanced literacy
- Balanced Mathematics
- Point of Entry Model (POEM)
- Differentiated Instruction
- The Principles of Learning
- ESL Methodologies and Strategies
- Using Data to Drive Instruction
- Formal and Informal Assessment
- Common Core State Standards

Staff will also be exposed to research in second language Learning, acquisition and techniques to improve communication between home and school. In addition an Inquiry Team has been formed to target the needs and of ELL and to come up with a school wide strategy to implement based on their data driven analysis.

Also, at the beginning of each school year, all staff members are provided with training to assist ELLs as they transition from middle school to high school. Transitioning ELLs coming from middle school to high school are afforded the opportunity to attend an orientation sessions with their parents before the beginning of the school year. Another important transition for English Language Learners student is from high school to post secondary options. The school staff are provided with assistance from the school counselors as the students make the transition from high school to college, work force or military. Workshop certificates, attendance, agendas, toward the 7.5 hours of ELL training for all staff are maintained by the school secretary. In the 2010 -2011 school year all Wings Academy staff received training on working with the ELL population.

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?

All parents are encouraged to participate in Wings Academy events, celebrations, organizations and committees. Parents are involved in the school leadership team. They have a strong school support in the Parent Teacher Association. At Parents Teachers Conferences they receive planners to help them schedule the various activities at Wings Academy. They have an opportunity to speak to all teachers, administration, school counselors, and support staff. Parents are invited to participate in Family Fun Day, Thanksgiving Dinner, Cancer Walk and honor's dinner. All communications are provided in English and in the parent's preferred language. Translated materials are distributed at each meeting. GPS and Beacon, which are community based organizations offer workshops and services to all parents. They have ESL, computer classes and other activities that enhance parents' skills. Parents responses to school surveys determine our school's upcoming ELL workshops or informational session and interviews and communication with the ESL coordinator. The school activities address parents' needs. Activities include citizenship workshop, credit accumulation, ARIS usage, graduation requirement, college application process and student financial aid assistance and general expectations for students.

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)														0
Intermediate(I)										5	4	4	4	17
Advanced (A)										2	3	2	1	8
Total	0	0	0	0	0	0	0	0	0	7	7	6	5	25

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11		0	
Integrated Algebra	15		4	
Geometry	1		0	
Algebra 2/Trigonometry	0		0	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	16		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	11		1	
US History and Government	6		1	
Foreign Language	2		2	
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.

The assessment tool use to asses the literacy skills of the ELLs are the 8th ELA exam, RNMR and the RLAT reports and transcripts and Regents item analysis and Equity Tests. The data shows that students are proficient in the listening and speaking modalities across grade levels. It also reveals that no student is proficient in the reading and writing modalities. Based on the data analysis more emphasis will be placed on reading and writing across grade levels and content core courses. In addition, the Regents data for ELLs show that language learner students need more assistant in passing the Regents. Last year an after school program was created to give extra academic support for ELLs and Transitional students to help them pass the Regents. The program worked well because many ELLs were able to graduate. The data also shows that ELLs are not taking advance Regents classes that will permit them to graduate with an advance Regents Diploma. The principal, ESL Coordinator, school counselors, teachers and assistant principals are utilizing the this results to program the students by skills level and teachers are utilizing the data to identify, simplify and amplify the students weaknesses and strength in order to develop differentiated instructions and strategies in the different content areas. The school is learning from the periodic assessment of ELLs that the use of graphic organizers and simplifying topics when needed are great tools to use to aid the ELL student with reading comprehension and writing. The native language is used to acquire prior knowledge and to enhance understanding of the material.

Overall, the program is evaluated based on the results of data analysis. This will indicate what improvements have been made and what provisions need to be implemented to enhance the progress of the Free Standing ESL Program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Wings Academy High School</u>		School DBN: <u>12x684</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wayne Cox	Principal		12/23/11
Merwin Pond	Assistant Principal		12/23/11
Deborah McNeally	Parent Coordinator		12/23/11
Ouida Lodge Jones	ESL Teacher		12/23/11
	Parent		
Eljim Cuyacot	Teacher/Subject Area		12/23/11
Weighn Huang	Teacher/Subject Area		12/23/11
	Coach		
	Coach		

School Name: Wings Academy High School

School DBN: 12x684

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Loures Diaz (School Counselor)	Guidance Counselor		12/23/11
Lawrence Pandergast	Network Leader		12/23/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12x684 **School Name:** Wings Academy

Cluster: 603 **Network:** 6

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

Part A: Needs Assessment Findings

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

The adult preferred language report indicates that Wings Academy has 1,001 parents/guardians. English language written and oral communication is preferred by 861 parents/guardians. Spanish communication written and orally is preferred by 132 parents. Two parents preferred orally the Oneida language. One parent preferred French orally. Two parents preferred Mandinka in written and oral communication. One parent preferred Wolof in oral and written communication. One parent preferred Yoruba in oral and written communication. Two parent preferred Vietnamese in written and oral communication. In accordance with chancellor regulation A-603 translation and interpretation is provided to all parents who require language assistance in order for the school to communicate effectively with the parents. Parents that do not speak English or Spanish usually bring a friend or another family member 18 years or older that will serve as an interpreter. Regular and timely provision of translated documents are provided through existing resources or the Translation and Interpretation Unit. Services are provided at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, school counselors, school nurse and/or school staff regarding critical information about their child's education. At Wings Academy most documents are sent in Spanish and English to 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.

Over all, the findings show that the majority of the parents are receiving all information in their preferred language. The findings also indicate that interpretation is needed during parent teachers' conferences and more staff needs to be available to provide oral interpretation. However, parents are bringing family members and friends to help interpret their concerns to the staff and vice versa. Nevertheless, according to Chancellor's Regulation A-663 interpretation services to the maximum extent practical within the budget appropriate for such services, during regular business hours. The findings were reported to the school community during staff development.

Part B: Strategies and Activities

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

The school will provide translation services in accordance to Chancellor's Regulation A-663. All documentation or information that will be sent to parents is to be given to the designated staff for translation. Translation services will be provided by in-house staff.

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

The school will provide oral interpretation services in accordance to Chancellor's Regulation A-663. The identified needs during parent-teachers conference for oral interpretation will be provided by extra staff pending budget allocations. Oral interpretation services will be provided by in-house staff.

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

The parent coordinator is the person responsible for providing each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. At the primary entrance there is a sign in each of the covered languages indicating the availability of interpretation and translation services. In conclusion, the safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.