



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: WAVERLY SCHOOL OF THE ARTS**

**DBN (i.e. 01M001): 23K 156**

**Principal: BEVERLY LOGAN**

**Principal Email: [BLOGAN2@SCHOOLS.NYC.GOV](mailto:BLOGAN2@SCHOOLS.NYC.GOV)**

**Superintendent: MAURICERE DE GOVIA**

**Network Leader: ROXAN MARKS**

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Beverly Logan	*Principal or Designee	
Grace Small	*UFT Chapter Leader or Designee	
Larney Hunter	*PA/PTA President or Designated Co-President	
Deatrice Griffin	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Gaylene Durant	Member/ Parent	
Cheryl Scott	Member/ Parent	
Charmaine Blair	Member/ Parent	
Ingrid Morgan	Member/ Parent	
Tracy Bean-Haye	Member/ Teacher	
Loren Cooper	Member/ Teacher	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 23K156

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	784	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	38	# SETSS	N/A	# Integrated Collaborative Teaching	38
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	3	# Drama	N/A
# Foreign Language	N/A	# Dance	6	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.0%	% Attendance Rate			91.4%
% Free Lunch	85.7%	% Reduced Lunch			5.6%
% Limited English Proficient	3.5%	% Students with Disabilities			16.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			78.7%
% Hispanic or Latino	19.1%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.8%	% Multi-Racial			0.5%
Personnel (2012-13)					
Years Principal Assigned to School	6.18	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			3.8%
% Teaching with Fewer Than 3 Years of Experience	3.8%	Average Teacher Absences			8.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	16.9%	Mathematics Performance at levels 3 & 4			15.1%
Science Performance at levels 3 & 4 (4th Grade)	94.1%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
Some of the strengths of the SCEP from 12-13 was that we accomplished several of our goals. Through the participation in the Teacher's effectiveness pilot our teachers have become very familiar with the Danielson rubric and thus there was an improvement in teacher practice and collaboration. Through our teacher work teachers worked together to increase their understanding of the CCLS and to deepen their work with infusing the standards into curricula. We also saw an increase in our learning environment survey in the area of safety therefore we met our goal from last year.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Some areas we need to improve upon are having teachers to continue to use data ,to improve their instructional practices and improving communication with families.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
The were no challenges to developing our SCEP.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
With collaboration from all school constituents we were able to successfully implement our SCEP last year.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			Yes    X    No
<b>If all the goals were not accomplished, provide an explanation.</b>			
Two of the goals are a work in progress. Although I feel we have made some progress there is still work to be done in the area of teachers using data and parent communication.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			Yes    X    No

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
I don't anticipate any barriers in developing the SCEP this year.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
We anticipate 75 % of our students with special needs making at least 1 year of progress. We have an intervention program during the day, and a Saturday program that will be funded with focus funds.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School leaders will meet once a weekly at grade meeting with teachers, as well as we have programmed time for teachers to meet in their teacher teams where school leaders will take part in as well.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
Our theory of action is that if teachers are in constant collaborative environments discussing and sharing best practices, using data and CCLS to drive their instruction then student achievement will improve.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
We need to provide the time for teachers to collaborate and share best practices. That can happen in their grade meetings, teacher teams and faculty conference. I have also been approved for a calendar change where more half days have been built in to provide the opportunity for teachers to plan together.			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
Our SCEP focuses on strengthening teacher practice which will improve student achievement.			
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>			
Principal, two Assistant Principals, and members of SLT are all managing the improvement plan. Our effective management of school programs is evidenced bu our proficient rating in the formal NYCDOE Quality Review in the 2012-13 school year.			

## Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Further refine teaching practices and tasks, so that student, particularly high achievers are appropriately challenged in learning activities to extend their thinking.			
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2011-12
		<b>Page Number:</b>	4
		<b>HEDI Rating:</b>	Effective

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) 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.			
<b>X</b>	<b>2.2 School leader’s vision</b>		<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader’s use of resources</b>	<b>X</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be an improvement in teacher effectiveness due to the strategic development of a shared understanding of teacher excellence including the cognitive engagement of high achievers, students with disabilities and students who scored level 2 as measured by an increase of “effective “ ratings in Danielson rubric.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. The identified sub groups would be those students that scored 3 or 4 in ELA, students with disabilities and students that scored level 2. The strategy we plan to implement is to increase their time on task especially in reading and writing. We plan to expose students to reading more chapter books and to participate in literature circles as well as test prep practice.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. The key personnel involved would be classroom teachers, who apply to work per session, as well as ordering new, high interest chapter books for students to read.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. The program will begin January where we can use our benchmark exam as a pre test and an exam will be given in March as to ascertain progress is being made and a post test given in June. Teachers will also keep qualitative data on students and share information with the classroom teachers at our Thursday data meetings.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. The program would start the in January and end in May. It would run Mondays, Fridays and Saturdays for 5 hours per week.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Ordering of 10 sets of 35 chapters books ,technology upgrade for elmos and computers, Echalk, purchase test prep books, per session for 14 teachers for 30hrs at 52.00 per hour, 3 paras for 30 hours

### **Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.									
<b>X</b>	<b>PF Set Aside</b>		<b>X</b>	<b>Tax Levy</b>		<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>
									<b>X</b>
									<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.									
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.									
<b>X</b>	<b>PF AIS</b>			<b>PF CTE</b>			<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>			<b>PF Inquiry Teams</b>			<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>			<b>PF RTI</b>			<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

## Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review
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type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Develop greater consistency across all classrooms by aligning curricula and creating rigorous academic tasks that supports critical thinking for all students and are aligned to the Common Core Learning Standards.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2011-12	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Effective
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**Tenet 3: Curriculum Development and Support**

Indicate using an “X” the Standard(s) 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.

	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

By June 2014, the school community will continue to deepen and broaden around the CCLS in literacy and math. All students will engage in challenging assignments designed to accelerate their learning, deepen conceptual understandings, strengthen their ability to navigate increasingly complex texts; as well as ground their reading, writing, and speaking in textual evidence through the use of textbooks and technology.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

All students will be engaged in literacy tasks strategically aligned to selected CCLS(both mandated by the CIE as well as those determined as areas in need by state exams, benchmark exams and classroom data)

All students will engage in math tasks strategically aligned to selected CCLS ( as per CIE and school-based needs) and are embedded within units of study that require fluency, application, and conceptual understanding.

Teachers will incorporate new innovative strategies to improve their teacher practice and to elevate student critical thinking skills.

1.

**B. Key personnel and other resources used to implement each strategy/activity**

Through common planning time teachers will look at student work, modifying units of study to meet the needs of all learners, as well as gaining expertise in teaching to complex texts. (E.g. scripting text-dependent questions that facilitate understanding and build stamina).

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. We will collect a sample of performance tasks from both ELA and Math provided by the Ready Gen and Go Math programs three times a year.

**D. Timeline for implementation and completion including start and end dates**

1. Implementation will begin in Sept.- June.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. .6 teachers to participate in professional development on the topic of visual thinking strategies, Teacher team meetings 38 teachers staying 24hrs from Jan-Jun and 1 supervisor 24 hours

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>

### Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

#### Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Build on the emerging social protocols within the school to ensure a school culture that result in increased outcomes for children.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2011-12	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Effective
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#### Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

X	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	4.5 Use of data, instructional practices and student learning

#### Annual Goal #3

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

Teachers on all grades will increase their use of internal and external assessment data to plan for focused small group instruction in ELA. By June 2014, 75% of students would have made progress as evidenced by their Fontas and Pinnell reading levels increasing or by an increase in their BOY and EOY testing.

#### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Through the use of teacher teams and grade meetings, teachers will be given the opportunity to analyze data , group students according to their needs and plan lessons centered around the CCLS and their groups of students' needs.

**B. Key personnel and other resources used to implement each strategy/activity**

- Classroom teachers, team leaders, substitute teachers, as well as data from sources such as JIII, Dibels, Fontas and Pinnell, performace tasks and exams.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Looking at the benchmark exams, progressive monitoring and end of unit performance tasks to see how groups need to be adjusted.

**D. Timeline for implementation and completion including start and end dates**

- Planning should occur on a bi-weekly basis to start mid December through May.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 26 substitute teachers to cover teachers in grades 3,4,5 , chart paper, markers

#### Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	X PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI	X	PF Supporting Great Teachers & Leaders

### Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

#### Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

39 % of our students are either overweight or obese. Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults

<b>Review Type:</b>	Fitnessgram, Quality Review	<b>Year:</b>	2012-13	<b>Page Number:</b>	1,6	<b>HEDI Rating:</b>	Effective
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.

	<b>5.2 Systems and partnerships</b>		<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>	<b>X</b>	<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

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

By June 2014, students will be exposed to healthy eating habits and exercise to improve their social development.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Students who have above average BMI will be identified through fitness gram. They will participate in a Wii Fitness program where they will learn how to count calories, and how to make healthy choices for eating. They will also participate in the Mighty Milers Running club.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers will train students on creating pod casts, counting calories and the use of the Wii Fit system. They will also instruct students on the proper technique of running and the importance of exercise.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Based on students BMI information collected from Fitness gram in June, students will be retested in March and then perform the final fitness gram in June. A comparison will be made to see if progress has been made in terms of the reduction of their BMI.

**D. Timeline for implementation and completion including start and end dates**

1. The program is expected to run from January to June.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. . We need to purchase 2 Wii systems and 2 Wii fit games, Journals for students, copy paper, 8 teachers @42hr X 50 hrs, Mighty Milers it would be 3 teachers, 3 paras for 14 weeks

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Based on the Learning Environment Parent Survey, 13% of the parents disagreed with the statement, "The school contacts me to tell me about my child's achievement and successes" (p.5 the of Parent Communication section of the Learning Environment Survey).

<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2012	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Effective
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) 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.

	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

-By June 2014, parents will be engaged in open, meaningful dialogue in regards to their children's instruction, strengths and weaknesses as well as their social-emotional growth.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**A. Strategies/activities that encompass the needs of identified subgroups**

1. A variety of on-campus parent workshops will be strategically designed and offered in order to increase parent and family engagement.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Leadership, Cite, Assistant Principal and Parent Coordinator will assist and provide workshops for our families involving the Common Core Learning Standards, improving literacy and math skills, helping to understand college and career readiness.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. We anticipate seeing a higher rating on the Parent survey in areas addressing communication and knowledge of college career readiness and the Common Core.

**D. Timeline for implementation and completion including start and end dates**

1. Workshops will begin in January through June

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

A variety of on-campus parent workshops will be strategically designed and offered in order to increase parent and family engagement. Common Core Parent handbooks will be distributed to parents at the Spring 2013 Parent-Teacher Conferences.-On-line resources are available to parents to support them in helping their children.

1. Common Core Hand books 500 copies ,Parent workshops that will be provided by the Leadership Institute such as drumming. Computers, how to help your child with homework..

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Students will be engaged in literary skills and literature circles	Small group	Saturdays, After School
<b>Mathematics</b>	Students will be engaged in problem solving strategies, Mind Research,	Small group	During the day
<b>Science</b>	Hands on experiments	Small group	During the day, after school
<b>Social Studies</b>	Content Reading, Non -fiction text	Small group	During the day, After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling, play therapy	Small group, one on one	During the day

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
PS. 156 will wherever possible recruit teachers who are appropriately certified through the office of Teacher Finder as well as using the Open Market System. Those teachers who are not will be monitored thoroughly through principal counseling 'offered. We will continue to provide high quality professional development during grade conferences, lunch and learns, after school and Saturdays. These services will be provided by our Teacher Center Specialist, our master teachers on staff through visitations, Our Network Achievement Manager and through outside consultants both hired by the school and Network 401. All professional development will be geared towards the needs of our staff in promoting high quality instruction.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We will engage in different workshops led by our Network, Dept. of Education and other agencies in learning about the CCLS. We will then model and practice in our teacher teams and grade meetings.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funds are consolidated to meet the needs of our students in temporary housing. Funds are used to provide uniforms, school supplies, off set cost for trip admissions.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We provide opportunities for day cares to come and tour the school. We provide family workshops for the pre K parents to help them transition from pre school to Kindergarten.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers work in their inquiry teams where they analyze student work and students' assessments to determine their needs. They then strategize with their colleagues and share their best practices in order to meet their students' needs.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
--



**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (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;

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>156</b>
School Name <b>Waverly School of the Arts</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Beverly Logan</b>	Assistant Principal <b>Beth Albano, Ronda Phillips</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Claudia L. Morales</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Oceania Reyes/Testing Coord</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Carolyn Smith</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.		Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>5</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>754</b>	Total number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>4.51%</b>
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## Part II: 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	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	2	1	1								7
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>7</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	28	0	2	3	0	0	3	0	0	34
Total	28	0	2	3	0	0	3	0	0	34

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	8	4	5	8	3								30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian					1	1								2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										2
<b>TOTAL</b>	2	8	5	6	9	4	0	0	0	0	0	0	0	34

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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	1	0	1	3	1								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	2	2	1	2	0								7
Advanced (A)	2	3	0	3	2	2								12
Total	2	6	2	5	7	3	0	0	0	0	0	0	0	25

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2			4
4	1	3			4
5	2	1			3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	1	0	2	0	0	0	6
4	5	2	0	0	1	0	0	0	8
5	2	0	2	0	0	0	0	0	4
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	0	1	5	0	1		8
8									0
NYSAA Bilingual (SWD)									0

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Early literacy skills are assessed in several ways. We use Fountas & Pinnell Benchmarking, DIBELS, and ECLAS-2 for students that do not benchmark on DIBELS. We also use teacher-created letter recognition and sight word assessments to track progress. The Spanish LAB and informal assessments are often used to determine an ELL's literacy skills in their native language. Fountas & Pinnell running records provide insights about the comprehension and fluency skills our ELLs need to work on. Phonics and reading instruction is guided by the needs discovered through these assessments. Running records allow the classroom and ESL Teachers to form guided reading groups by reading level, and helps to involve the students in their learning progress.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The broad patterns that are revealed by looking at NYSESLAT 2011-2012 data are that our students continue to be more proficient in Listening and Speaking than in Reading and Writing, and NYSESLAT 2012-2013 reveals that most of our eligible and entitled ELLs are at the Intermediate and Advanced levels of proficiency. This contrasts with the Beginning and Intermediate scores that our recent entering students tend to receive. This indicates when our students first arrive at PS 156, their proficiency in English is rather limited. After 1-2 years of ESL services, their scores tend to rise 1-2 levels. This indicates that our ESL program, and the instruction students are receiving in the general education classroom are moving students toward English language proficiency.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. Since we have a relatively small sample of ELLs in the testing grades, our content area results are somewhat limited. A look at our Math data reveals that in the 3rd grade, three students are at a Level 1, one student is at a Level 2, and two students are at a Level 3. In the 4th grade, seven students are at a Level 1, and one student is at a Level 3. Our focus remains to raise the achievement of the students at Levels 1 and 2 while maintaining the strong performance of students at Levels 3 and 4. Utilizing ESL and explicit learning strategies during Math instruction can help us accomplish this goal. A look at ELA data reveals that in the 3rd grade, two students are at a Level 1, and two students are at a Level 2. However, in the 4th grade, one student is at a Level 1 and three students are at a Level 2. Our focus is to raise the achievement of the students at Levels 1 and 2 while developing their vocabulary and improving writing skills. Utilizing ESL and explicit learning strategies during ELA instruction can help us accomplish this goal. In Science and Math only two students took the Spanish version, therefore we do not have enough data to formulate a pattern.
    - b. School administrators and teachers use the results of the ELL Periodic Assessment in several ways. The first is using the data gathered to drive instruction. A skill analysis is performed, and when a group is found to be weak in a particular skill, emphasis is placed on that skill. Additionally, native language is supported through the use of cognates, a bilingual alphabet chart, and culturally relevant texts, glossaries and dictionaries.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
To begin with, our school has a clear understanding of their ELLs' native language and English proficiency, which is evaluated in accordance with NYC DOE guidance. Core Tier 1 instruction and Tier 2 and 3 interventions for ELLs are culturally relevant and linguistically appropriate, in addition to being research- and evidence-based. Other background variables such as immigration patterns and/or disruption in formal education are also considered when evaluating the impact on ELL achievement in an English-speaking classroom. Using RTI enables students to receive assistance at their level of need, promptly. Data from screening and progress monitoring assists in driving decisions about instruction and intervention, as well as provide

teachers and parents with valuable and current information regarding a student's performance.

A multi-tiered system of support provides flexibility to access interventions as needed. For example, a student can move from Tier 1 to Tier 2 and back to Tier 1 within a relatively short period of time as seen with the integration of fluid small grouping.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Second language development is supported through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students are encouraged to also write the word in their notebooks, draw a picture of the word and some students may have it translated into their native language. Additionally, content area materials are provided in English. Students are exposed to texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the second language during instructional time occurs within the framework of the ESL class as well as in their respective classes.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of the ELL program is evaluated based on data and its analysis. For example: Has a student demonstrated growth in a particular modality or by moving from one level to the next or staying on same proficiency level although in a higher grade? This growth will assist us in meeting the AYP for ELLs. Also, the success of the ELL program is measured holistically as well: has a student become more independent and willing to speak the English language and participate in class; has his class work and assessment performance improved throughout the academic year; is he using CALPS as well as BICS when communicating with his peers and teachers; also is there less language interference?

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a parent or guardian registers a child at PS 156, they are greeted and guided through the registration process by the pupil accounts secretaries and the ELL Coordinator/ESL Teacher. Parents complete registration forms, which include the "home Language speaking parent." Our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages. The HLIS is immediately reviewed by the licensed ELL Teacher/ESL Coordinator. When the survey indicates a language other than English, an informal interview is held with the family in the native language, conducted by the ESL Teacher or a pedagogue trained in students intake procedures, to determine whether the child is a potential ELL and an OTELE code is entered in ATS. Eligibility for the LAB R testing is determined by the ELL Coordinator/ESL Teacher based on the parents' responses on the HLIS. The LAB-R administered by the ESL Teacher to all students with a home language other than English within ten days of registration. If the LAB -R results indicates that a Spanish speaking child is entitled to ESL services, the ESL teacher administers the Spanish Lab to determine language dominance and program options available to the student. Each Spring, students are evaluated through the administration of the NYSESLAT until they receive a score of Proficient. NYSESLAT data is analyzed to determine trends in the modalities of listening, speaking, reading and writing. ESL programming is modified based on NYSESLAT data to ensure student needs are met.
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.

Parents or guardians are informed that once the LAB-R is administered to their child, within ten school days, that they will be notified of their entitlement and invited to an orientation session by an invitation in a letter delivered home in the home language. At the beginning of the school year, multiple orientation sessions are held at various times to accommodate parent schedules. The informational video is used as part of the orientation session, which acquaints parents of ELLs "with all opt home are used when parents are unable to attend orientations. Parents are encouraged to come into the school for a one on one meeting with the ELL Coordinator if they are comfortable in that setting. ions in regard to program placement. The dual language, transitional bi lingual, and free standing ESL programs are described in detail. We use translated DVD's, videos from NYCDOE website, and pass out brochures in their home language. After the informational video, the ELL coordinator further explains the three programs available in New York City and answers any additional questions parents may have. Parents complete the selection forms and the ESL coordinator reviews parent choice. If Transitional Bilingual Education TBE is chosen, the parent is informed, due to parental choice, there is no bilingual program at PS 156 at this time. However, if parent choice were to change, their children would be placed in such a class, while being serviced through a monolingual ESL pull out in the interim. When parents' top choice are not met by the school's current offerings, the ELL Coordinator, an administrator, and the parent meet to discuss alternate options, including transfer to a bilingual program within the district. One to one meetings, phone conversations, or informational packets home are used when parents are unable to attend orientations. Parents are encouraged to come into the school for one on one meeting with the ELL Coordinator if they are more comfortable with this option.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Entitlement letters in the home language are sent home with students to inform parents that their child is entitled to services based on

the LAB R test. Parent Survey and Selection forms are sent home with students, with a due date and parents orientation date clearly

indicated on the form. Survey and selection forms are distributed at orientations to be completed after viewing the video. Follow up

phone calls are made and additional orientations are scheduled to encourage those unable to attend earlier orientations to return their program selection forms. If parents do not return their selection forms, students are placed in the default program that is available at PS156 based on the existing ELL population. These forms are stored in a file cabinet in the ESL room. Also, updating the ELPC screen in ATS will occur within the 20 days prescribed.

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.

Once ELLs are identified, LAB-R scores and Spanish LAB scores (if applicable) are shared within 10 school days and explained to the parents to enable them to make an educated decision about whether they would prefer a bilingual or ESL program for their child. Entitlement letters in the home language are sent home with students to inform parents that their child is entitled to services based on the LAB R test. Parent Survey and Selection forms are sent home with students, with a due date and parents orientation date clearly indicated on the form. Survey and selection forms are distributed at orientations to be completed after viewing the video. Follow up phone calls are made and additional orientations are scheduled to encourage those unable to attend earlier orientations to return their program selection forms. If parents do not return their selection forms, students are placed in the default program that is available at PS156 based on the existing ELL population. If the program they choose is not available at PS 156, parents are provided the resources they need for a school transfer. PS 156 has Spanish, French and Haitian speaking staff members, so parents are able to meaningfully communicate with school staff. Additional translation services are pursued if necessary. All records are maintained in a file cabinet in the ESL room. Also, updating the ELPC screen in ATS will occur within the 20 days prescribed.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher along with the Testing Coordinator determine who is eligible for the NYSESLAT. Every month, the ESL teacher checks the RADP which lists students who have been admitted and discharged. She also checks the RLER which lists eligible students. The

speaking section is administered individually. The other sections are administered in the following order: listening, reading and writing. The ESL teacher and Testing coordinator certify that proper test accommodations are in place for all ELL students and that staff has been trained on testing accommodations and procedures.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

After reviewing the Parent Survey and Program selection forms for the past few years, parent program's choice shows a growing preference towards ESL instruction. Parent Choice during the 2009-2010 school year, only one parent chose Dual Language as their first choice. The parent chose to opt out of a transfer. The forms from the 2010-2011 indicate a preference for ESL instruction, with all parents selecting ESL as their first program choice. The forms from 2012-2013 indicated one preference for Bilingual services. However, parent opted out of a transfer. Careful attention is paid for parent choice.

The program models offered at PS 156 are aligned with parent requests, as most parents in our school community have a tendency to request ESL programming. Parents who requested bilingual or dual language programs have rejected a transfer because of their desire to attend the neighborhood school. In these cases, the supports provided by the ESL program are thoroughly explained to parents.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The ESL program is organized as a Pull-Out model. The program model is generally heterogeneous (of mixed proficiency levels).

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)?

For the most part, the principal tries to organize each grade so that there are three to four ELLs in the same class and that a paraprofessional or teacher in that class is able to communicate with the student in the student's native language. This enables ESL groups to be arranged more efficiently and provides additional peer support and teacher support within the general classroom context. As per CR Part 154, at times, there are multi-graded groups of two contiguous grades. This ensures that Beginning and Intermediate students receive 360 minutes of ESL instruction per week; Advanced students receive 180 minutes of ESL instruction per week. The classroom teacher provides ELA instruction via the mandated literacy block.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL program at P.S. 156 is based on the New York State Core Curriculum for English as a Second Language and the Common Core State Standards for reading, writing, and language. Its primary objective is to enable students to achieve English language proficiency as quickly as possible. The curriculum is designed to address the academic and linguistic needs of all levels of English language learners. All ELLs are afforded educational and instructional opportunities to foster their success. The ESL program is designed to intensify instruction in a variety of modalities that include: Total Physical Response, the natural language approach, the content based approach, as well as the language experience approach. Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area instruction.

Instruction is based on New York State "English as a Second Language" standards. Lessons are always crafted to enable students to use English to communicate in social settings, to use English to achieve academically in all content areas in the classroom, and to use English in socially and culturally appropriate ways.

The ESL teacher supplements both math and reading skills through fiction and nonfiction stories that provide content through which mathematical concepts, patterns, problem solving, and real-world contexts may be explored in read alouds, think alouds, discussion, and teacher produced projects. This is done in a small-group instruction setting.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Plan instruction based on what is known about the student's current level of performance and his or her literacy experiences in L1 and L2. Evaluate the potential effect of the process of L1 and L2 acquisition on current performance. Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area instruction.

Instruction is based on New York State "English as a Second Language" standards. Lessons are always crafted to enable students to use English to communicate in social settings, to use English to achieve academically in all content areas in the classroom, and to use English in socially and culturally appropriate ways.

The ESL teacher supplements both math and reading skills through fiction and nonfiction stories that provide content through which mathematical concepts, patterns, problem solving, and real-world contexts may be explored in read alouds, think alouds, discussion, written responses and teacher produced projects. This is done in a small-group instruction setting.

Furthermore, there is an alignment of goals and tasks to common core requirements and ESL standards. Graphic organizers are utilized to help students organize and synthesise ideas in reading and writing. Pre, post and interim assessments are used to determine needs and judge progress. Deeper higher order thinking questions aligned with Bloom's taxonomy are incorporated into

discussions and writing and reading tasks.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. There are currently no SIFE students included in the ESL program. In the case of SIFE students, assessments from ECLAS

and

Dibels, as well as Go Math, and teacher observations and writing samples would provide the ESL and classroom teacher with information about the needs of the students. Then a specific instructional plan would be created to meet the needs. Also, student needs would be reassessed on a regular basis to see if student goals are being met.

b. ELLs in the school for less than three years are provided with practice in speaking with a specific focus on basic interpersonal communication skills necessary for navigating through the school day with teachers and classmates in a risk-free setting..

Songs, rhymes, and poems are used to aide beginner students. Visual aides are used to give language and vocabulary context.

Word walls with illustrations and physical manipulatives are also used to reinforce vocabulary development,

understanding, and usage. Letter and number strips are used to reinforce for newcomers the letter and number formation as well as the sounds associated with the letters. In addition, read alouds, think alouds, and discussion with fiction and non fiction big books, and individual copies of texts are used to reinforce higher order thinking skills and content comprehension.

Furthermore, the ESL teacher integrates intensive oral/aural language activities to secure listening/speaking skills. .

c. For ELLs receiving between four to six years of service, most typically reading comprehension and writing organization difficulties impede progress. Therefore, a variety of additional support is provided. The writing process involving brainstorming, drafting, revising, editing, and publishing enables more advanced to hone their writing skills. Specific attention is paid to the student's ability to compose a main idea and support it with key details and a conclusion. At the same time, they practice correct grammar, syntax, and standard usage.

Visuals and illustrated word walls continue to be utilized to support vocabulary development and content understanding.

Furthermore, there is an alignment of goals and tasks to common core requirements and ESL standards. Graphic organizers are utilized to help students organize and symthesise ideas in reading and writing. Pre, post and interim assessments are used to determine needs and judge progress.

Deeper higher order thinking questions aligned with Bloom's taxonimy are incorporated into discussions and writing and reading tasks.

d. Long term ELLs would receive similar instruction to ELLs receiving between four to six years of service. ELLs identified as

students

with disabilities are fully integrated with general education students in ESL groups. They receive the 360 or 180 minutes of

services

weekly that their proficiency level indicates.

e. Former ELLs in years 1 and 2, after testing Proficient in NYSESLAT, receive continuing testing accomodations and academic

suport

for 2 years. This transitional support includes Close Workshop, Writing Workshop and extended day ELA and Math.

7. 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?

ELL students with special needs receive instruction based on their IEPs. Special consideration is given to their specific needs.

The ESL teacher uses different strategies and approaches to assist students in acquiring academic language; using context to figure out unfamiliar words and expressions; one on one instructions, buddy-peer mentoring, manipulatives or a behavior plan when necessary. The ESL teacher also uses challenging but understandable materials. The teacher encourages students to participate in group discussions, and students gain advantage by receiving feedback from the teacher and their peers through modeling.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Currently, there are two ESL-SWD students being pulled out for ELL services. To help these students achieve their IEP goals and attain English proficiency within the least restrictive environment, the ESL teacher conducts meetings with their respective classroom teachers and support service providers. These students are included in the groups with general education students for

the duration of the ESL instructional periods. Furthermore, the ESL teacher uses different strategies that help students to acquire academic language, and uses context to figure out unfamiliar words and expressions, as well as one on one instructions, buddy-peer mentoring, manipulatives, or a behavior plan when necessary. The ESL teacher uses challenging but understandable materials. The teacher encourages students to participate in group discussions, and students gain advantage by receiving feedback from the teacher and their peers through explicit instruction and modeling.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

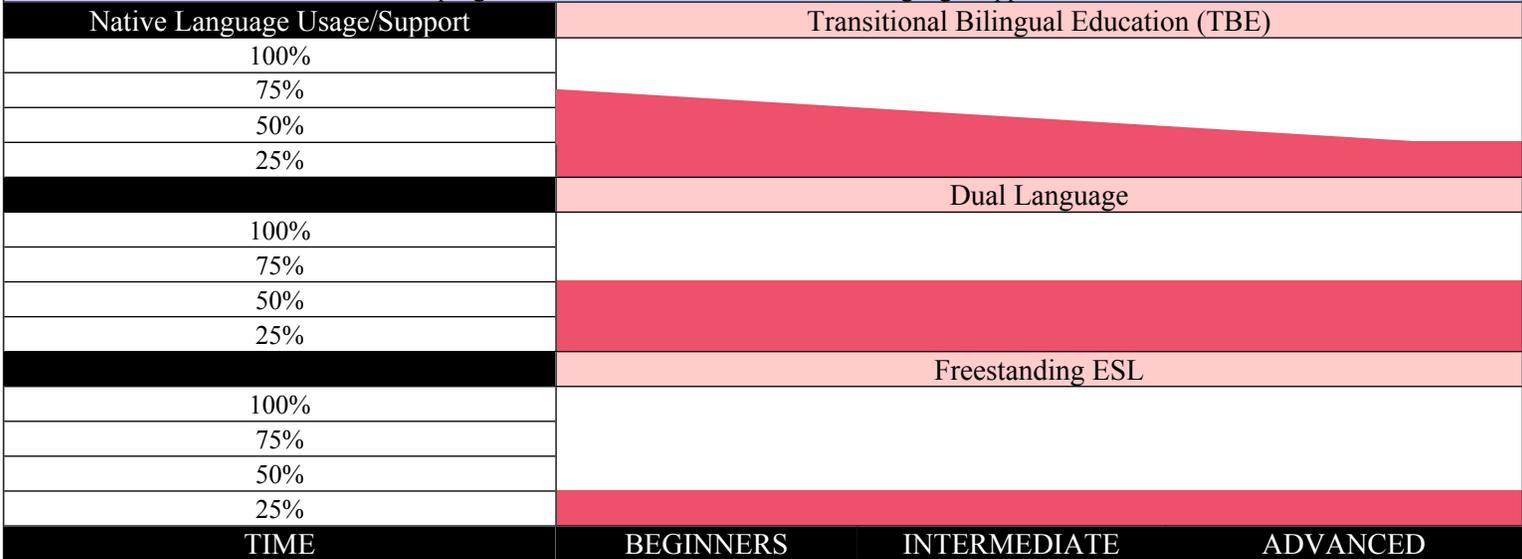
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**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

9. 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.

Targeted intervention programs includes our Title III program which will include a mentoring program where students are tutored or provided homework help as well as enrichment during afterschool. These include the Lexia program, which has instructional resources for students. We will also provide guidance on how to use the "Ticket to Read" program that we have adopted, and introduce parents to other online resources. We anticipate serving approximately 20 students in this enrichment program. We will offer this program on Wednesdays after school from November through May. The service providers will be fully certified teachers with ESL or Bilingual Licenses. ELLs will receive additional support through their participation in Saturday Academy, which will be offered from November to May. This will provide support in ELA, math, and other content areas for all ELL subgroups. Several measures have been taken to ensure the continued success of students who achieve a score of proficient on the NYSESLAT.

First, the parent is informed that their child is no longer mandated to receive ESL services, but may elect to have their child continue receiving ESL services for the critical transitional year. If the parent chooses this option, the child will be seen 3-4 times per week in a group consisting only of students who have scored at the Advanced and Proficient levels. Academic Intervention Services (AIS) are also offered to transitional ELLs who appear to need additional support to succeed in the monolingual classroom.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The success of the ELL program is evaluated based on student data and its analysis. The ESL program is designed to intensify instruction in a variety of modalities that include: Total Physical Response, the natural language approach, the content based approach, as well as the language experience approach. Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area instruction.

Instruction is based on New York State "English as a Second Language" standards. Lessons are always crafted to enable students to use English to communicate in social settings, to use English to achieve academically in all content areas in the classroom, and to use English in socially and culturally appropriate ways.

The ESL teacher supplements both math and reading skills through fiction and nonfiction stories that provide content through which mathematical concepts, patterns, problem solving, and real-world contexts may be explored in read alouds, think alouds, discussion, written responses and teacher produced projects. This is done in a small-group instruction setting.

11. What new programs or improvements will be considered for the upcoming school year?

P.S. 156 programs are continually being evaluated as to whether they are meeting the needs of our students. This is measured through data obtained from assessments, classwork, teacher observations, portfolios and projects. Should any program be deemed as not meeting the needs of the students, or as an improvement for the upcoming year, a team of teachers evaluate various programs and decide what changes should be made.

12. What programs/services for ELLs will be discontinued and why?

There will be no discontinued programs for ELLs

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Equal access to all school programs is ensured by information being distributed in the home language. Another after school program for ELLs will be offered in addition to the mainstream after school program. In this after school program, ELLs receive additional instruction using ESL strategies, with a focus on vocabulary development and test sophistication.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Since, technology is an important instructional tool in the ESL classroom, the SMARTBoard is utilized in order to provide extra visual aides and context for lessons using the internet. A listening center is also incorporated into ESL instructional time, where students are given opportunities to listen to books and complete activities related to thematic units. Reading A to Z is utilized to expose students to a wide variety of authentic texts at their level. The ESL classroom has a vast library, which ensures students are exposed to a wide variety of genres, reading strategies, and vocabulary. Bilingual dictionaries are always available to students, and native language supports are provided by the instructor for beginners when necessary.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language is supported through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students are encouraged to also write the word in their notebooks, translated into the native language. Students are exposed to texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the native language during instructional time occurs only when absolutely necessary within the framework of the ESL class, and usually with new arrivals to ease them into their new school experience.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our ELL students receive native language support through teachers and paraprofessionals whose first language is either Haitian-Creole or Spanish. These two groups represent the great majority of our ELL population. Our program also provides the students with learning opportunities that make clear links between students' past learning and new concepts. It is done through a systematic vocabulary study that capitalizes on cognates and language/academic skill transfer. Another strategy used in the ESL classrooms to promote native language support is "peer conference." During this time, the students are allowed to check notes and confer with one another in their native languages for understanding of content while learning English. Native language materials are also provided in a variety of proficiency levels. Additionally, the ESL teacher is encouraged to follow the ELA curriculum and implement the CCSS through ESL strategies when planning their lessons. This approach makes it possible for the students to either be introduced or to further their linguistic and academic knowledge in English. Through a free-standing program, the students are exposed to data driven and differentiated instruction lessons which allow them to advance according to their proficiency level. The classroom is equipped with desktops, a smartboard, computers and a listening center; thus, making it possible for all students to receive instructions according to their needs, language proficiency and learning style. The above described services and resources are grade and age appropriate respectively.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The school leadership, our Parent Coordinator, SLT, PTA members, and ESL teacher invite parents/guardians of ELLs to attend workshops that address the educational needs of ELLs, make translators available, disseminate materials and notifications in the home languages of the parents/guardians, and provide information about needed support services.

18. What language electives are offered to ELLs?

PS 156 does not offer any language electives at this time.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development for teachers at PS 156 occurs through several channels. Regular professional development sessions facilitated by coaches include strategies for involving ELLs in the mainstream class, as well as methods of scaffolding to make material more accessible. Information distributed at the network level is turnkeyed by our ESL teacher. Our ESL teacher has also had the opportunity to attend workshops held throughout the city. This training has also been shared with our staff during grade meetings and professional development sessions. This training will satisfy the 7.5 hour requirement under Jose P.

Our Network ELL Specialist will provide background training for all teachers, assistant principals, the bilingual/ESL coordinator, guidance counselors, secretaries, and the parent coordinator, and include the following topics: how the ESL/bilingual placement process works, steps to take if you suspect language acquisition is an issue for one of your students, an introduction to ESL methodologies, strategies that can be immediately implemented in the monolingual classroom, and specific writing errors ESL students often make.

We will also be offering professional development: September-June 2013-2014

- \*Fountas and Pinnell Running Records
- \*Depth of knowledge and Questioning workshop
- \*Looking at Student work
- \*Common Core Learning Standards- looking at the shifts
- \*Integrating the Common Core Standards

Additionally, we will be providing workshops in math, Words Their Way, writing, teacher effectiveness and Imagine Learning, Lexia and Starfall which are all programs that will be used with the ELL population and by the ESL teacher. All these professional development activities will aid in raising teacher practice as well as allowing our school and staff becoming aligned with the Chancellor's initiatives. In addition all our funding resources will be combined to supplement our ESL program. The records are maintained by the payroll secretary.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Our ELL parents are involved in their children's education in several ways at PS 156, and we are also implementing new programs to spark additional involvement as well. Parents are invited to the monthly orientation sessions, parent-teacher conferences, monthly strand performances, and are updated regularly on their children's progress. Within the first few weeks of school, curriculum days provide an opportunity to learn about student curriculum and meet the teachers. During parent-teacher conferences, parents have the opportunity to meet and discuss student progress with classroom teachers, related service providers, and the ESL teacher. Translation services are available as needed during these events. Additionally, our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages.
  2. Learning Leaders collaborate with PS 156 to assist parents with workshop suited to their needs. Translation services are available as needed during these events. Our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages.
  3. ELL parent needs are evaluated formally through the learning environment survey. Informally, regular discussions with parents at dismissal, phone calls home, and e-mails keep us in tune with what parents need. Many parents have expressed concern they are not able to help their child with their homework or read to their child in English. Our Title III after school program with homework help and access to the ESL classroom library (complete with Spanish and English books) will empower parents to help their students complete their homework and read outside of school. Translation services are available as needed. Our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages.
  4. Our parents indicated via the learning environment survey that they would like additional afterschool programs as well as increased interaction with technology. The side-by-side parent and student gym program we are implementing with grant money, as well as the G.E.D. program being offered should also entice parents who have not yet become part of the PS 156 community to join us.

## E. 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 response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beverly Logan	Principal		11/15/13
Beth Albano Ronda Phillips	Assistant Principal		11/15/13
Carolyn Benjamin-Smith	Parent Coordinator		11/15/13
Claudia L. Morales	ESL Teacher		11/15/13
	Parent		1/1/01
Oceania Reyes Testing Coord	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 23K156 School Name: Waverly School of the Arts

Cluster: 4 Network: 401

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

### **Part A: Needs Assessment Findings**

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

We utilize the Home Language Survey, the UPPG and the UPCO to identify language spoken at home, as well as to assess our school's written translation and oral interpretation needs. Our parent coordinator is available to address questions and immediate concerns and to assist in obtaining translations. Translation services are provided by the DOE. Additional translation services are provided by teachers and / or paraprofessionals who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops or as needed. Teachers are informed and utilize these services. PTA meetings are widely advertised. Our staff continually reaches out to families through letters and personal contact.

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.

Our school's major findings indicate that our Spanish speaking parents are in most need for translation and interpretation services. As a result, we posted signs in both English and Spanish informing the school community where and how to access translation services. We have also determined that we need to continue to provide written and oral translation services to parents to enable them to participate fully in their children's education. Translations are needed in the following languages: Spanish, Haitian-Creole and Haitian.. Important information is shared in several ways: notices are sent home in different languages, as families request. Our parent coordinator is available to address questions and immediate concerns and to assist in obtaining translations. Translation services are provided by the DOE. Additional translation services are provided by teachers and / or paraprofessionals who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops or as needed. Teachers are informed and utilize these services. PTA meetings are widely advertised. Our staff continually reaches out to families through letters and personal contact.

## Part B: Strategies and Activities

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

School staff will provide translation services in writing as well as orally. Letters will be given to a teacher or staff to translate. Also, both the English and Spanish versions will be disseminated at the same time. Additionally, translations for other languages will be downloaded from the NYCDOE website.

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.

According to our findings 7% of our students fall into the LOTE population. Within that 7%, 82% of those students require Spanish translation services. Consequently, 10% of that same population requires translation services in Haitian-Creole, and Mandinka, and 8% in other languages. Additionally, school staff will provide translation services in writing as well as orally. Letters will be given to a teacher or staff to translate. Also, both the English and Spanish versions will be disseminated at the same time, and translations for other languages will be downloaded from the Department of Education website.

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>.

Translations for languages other than Spanish are downloaded from the Department of Education website. However, for Spanish-speaking families, written translations are provided. Letters are printed double-sided, with the English version on one side and the Spanish version on the other.