



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 243K-THE WEEKSVILLE SCHOOL

DBN (i.e. 01M001): 16K243

Principal: KAREN HAMBRIGHT-GLOVER

Principal Email: KHAMBRI@SCHOOLS.NYC.GOV

Superintendent: EVELYN SANTIAGO

Network Leader: KAREN AMES

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
Karen Hambright-Glover	*Principal or Designee	
Jean Derico	*UFT Chapter Leader or Designee	
Frenceile Campbell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cordell Rigg	Member/ Teacher	
Marcia Price	Member/ Teacher	
Josephine Corneille	Member/ Teacher	
Treina Mackins	Member/ Parent	
Octavia Miller	Member/ Parent	
Lataisha Dungee	Member/ Parent	
Talisha Campbell	Member/ Parent	
	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
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 16K243

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	286	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	16	# SETSS	N/A	# Integrated Collaborative Teaching	35
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.6%	% Attendance Rate			90.9%
% Free Lunch	93.0%	% Reduced Lunch			3.9%
% Limited English Proficient	2.1%	% Students with Disabilities			21.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			75.8%
% Hispanic or Latino	20.3%	% Asian or Native Hawaiian/Pacific Islander			3.0%
% White	0.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	7.18	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	7.7%	% Teaching Out of Certification			12.8%
% Teaching with Fewer Than 3 Years of Experience	18.0%	Average Teacher Absences			7.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4			18.1%
Science Performance at levels 3 & 4 (4th Grade)	94.8%	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		No
Hispanic or Latino	N/A	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 Mathematics (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	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
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			
Describe the strengths of your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • Teacher Teams • Use of Charlotte Danielson Frameworks 			
Describe the areas for improvement in your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • To strengthen teacher practice by building a common language and understanding high quality instruction by June 2013, the Principal and the Assistant Principal will conduct at least eight (8) informal observations of each teacher utilizing selected competencies from Danielson's Framework for Teaching (Rubric) to provide more immediate, frequent, high quality feedback: <i>3b: Using questioning /prompts and discussion</i> • By June 2013, we will develop rigorous Social Studies tasks that will promote higher level thinking skills and produce activities in Social Studies by extending data gathering and analysis from K-5 with lesson plans that specify and assess SS concepts and practices as measured by an increase in student writing samples that are proficient based on teacher-created rubrics. • During the 2012-2013 school year, 100% of teacher teams will use school wide formative and summative data, NYC and NYS assessments as a means to disaggregate data to identify students who need 1) to be targeted for additional instructional support to become proficient in ELA. 2) to revise teacher practice to increase proficiency of students needing to reach Level 3 in ELA. • By June 2013, we will promote and increase social and emotional wellness activities and workshops by 10% to provide clarity to parents and the school community about bullying behavior and prevention. • By February 2013, we will design and utilize a more effective form of school-to-home communication with all families of students with disabilities by adding a page to our school website devoted to all special education information, topics, comments and concerns where parents can e-mail staff directly and get immediate feedback to their questions/concerns. We will measure the effectiveness of this webpage by creating a parent survey. 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
FOCUS monies were distributed very late in the school year. We were not able to start our afterschool program on time so students missed the opportunity to receive additional academic support.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We received a B on the NYC 2011-12 Progress Report. We also received a letter from the SED stating that we made progress during the first year identified as FOCUS-we know only need one more year of progress to be removed from FOCUS and be a school in good standing.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
N/A			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Time Constraints. We also did not have our DSTDE results back to analyze and correct areas of improvement. We had a State Review in May 2013 and we have not received our feedback as of yet.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ul style="list-style-type: none"> • To improve ELA achievement for all students, with a particular emphasis on reducing the achievement gaps that currently exist for students in certain sub-groups including students of color, low-income students, ELLs, and students with special needs. We aim to raise the Performance Index (PI) and the percent of students performing at the proficient (Level 3) and advanced levels (Level 4) on the State ELA exam by 3-5 percentage points. • To improve Math achievement for all students, with a particular emphasis on reducing the achievement gaps that currently exist for students in certain sub-groups including students of color, low-income students, ELLs, and students with special needs. We aim to raise the Performance Index (PI) and the percent of students performing at the proficient (Level 3) and advanced levels (Level 4) on the State Math exam for all student by 3-5%. 			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate with school staff by workshop, website and e-mails.			
Describe your theory of action at the core of your school's SCEP.			
If we have the resources to provide ongoing, consistent and relevant professional development, then our student learning outcomes will improve.			
Describe the strategy for executing your theory of action in your school's SCEP.			

We plan to execute this plan as a school community, involving teacher teams, SLT, PTA and students to ensure our instructional goals are being met.

List the key elements and other unique characteristics of your school's SCEP.

We have established strong, cohesive teacher teams per grade for the improvement of all the students on the grade. We have common planning periods daily to look at student work and plan next steps to further comprehension.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We will be working with Network 406 to provide ongoing and consistent professional development. We will also have two coaches from Fordham University in ELA and Math to help us to dig deeper into the CCLS and better understand and utilize the Danielson Frameworks to strengthen our teacher practice.

Focus Allocation Breakdown Chart:

Allocation Category	Line Type	Title	
Title I Priority/Focus SWP	Bulk Job	TEACHER - REGULAR GRADES - PER SESSION	
Title I Priority/Focus SWP	Bulk Job	SUPERVISOR PER SESSION	
Title I Priority/Focus SWP	OTPS	SUPPLIES - GENERAL	
Title I Priority/Focus SWP	OTPS	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	
Title I Priority/Focus SWP Parent Engage/1% Set Aside	OTPS	NON-CONTRACTUAL SERVICES	

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).

Ensure that academic tasks and assessments align to the school’s curricula and the expectations of the Common Core Learning Standards and are designed to meet student needs and engage diverse learners in all classrooms. (1.1)

Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	D
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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.

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

Annual Goal #1

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, school leadership, teacher teams and the instructional cabinet will analyze the data in ELA for all students & the supports given to SWD in order to ensure quality differentiated instruction to meet the specific targeted needs of this subgroup resulting in achievement towards the standards.

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.

Strategies/activities that encompass the needs of identified subgroups

Throughout the course of the year common preps will continue to be arranged to facilitate planning and discussion time for teachers. Common Core Learning Standards will be incorporated to units of study and students will engage in Common Core aligned tasks. Participation in inquiry groups for teachers will provide an in depth understanding of UDL concepts and activities to support student achievement in the classroom. The Child Study Team will assist in identifying student needs and available supports. The school will provide special education classrooms with appropriate materials, such as picture books and novels aligned to the units of study, and computers so that students have additional access to the Internet to support the curriculum. AIS teachers and Paraprofessionals provide additional support to Special Education classrooms. AIS providers support teachers and students by creating push in/pullout small groupings to focus on group and individual needs. Special education teachers will be provided professional development through Fordham University. This series will help ICT teachers develop programs for all students in the community.

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

1. Administration, Literacy staff developer from Fordham University, Network 406 ELA Staff Developer and Teacher Grade Leaders

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

Progress will be monitored by examining:

- I-Ready & Reading 3D results in ELA will carefully monitor individual student progress, several times a year.
- Assessment Binders (classroom teachers and AIS/SETTS providers) will reflect individualized student goals in ELA and benchmark targets. These goals will be updated to reflect successes and areas of concern after each unit of study.
- Student work and portfolios will be monitored for growth utilizing rubrics and NYS CCLS Standards, 3 times during the academic year.
- Fountas and Pinnell results will be monitored to show individual student growth from Fall 2013 to Spring 2014

Professional Development will be monitored through agendas and sign in sheets and login’s on ARISLearn
 Extended day student progress will be monitored through pre and post assessments

Timeline for implementation and completion including start and end dates

September 2013-June 2014

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

Title I Focus monies will be used to ensure professional development is supported by Fordham University. Title I Focus money is used to fund per session days in order for teachers to participate in professional development opportunities after school to adopt rigorous CCLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning. Title I Focus monies will be used to support this goal by purchasing educational software called Curriculum

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.

N/A

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.

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

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 type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Enhance instructional practice across grades and subjects so that questioning and learning activities result in higher order levels of participation and opportunities for students to think critically. (1.2)

Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	D
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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.

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

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.

To strengthen teacher practice by building a common language and understanding high quality instruction by June 2013, the Principal and the Assistant Principal will conduct at least six (6) informal observations of each teacher utilizing selected competencies from Danielson's Framework for Teaching (Rubric) to provide more immediate, frequent, high quality feedback:

3b: Using questioning /prompts and discussion

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

Professional development provided by principal, assistant principal, literacy and Math Coaches, staff developers from Fordham University, CFN support personnel weekly through teacher team meetings, monthly AP conferences, monthly external professional development by Fordham University and professional development scheduled for Chancellor conference days: September 4th, and June 6th. Teachers learn Danielson's rubric, view videos, take low inference notes and discuss ratings Observation schedule for formal and informal observations (four to eight per teacher), pre and post observation conferences, and written timely feedback.

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

Administration, Literacy and Math staff developers from Fordham University and Teacher Grade Leaders

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

AP, Fordham staff developers will help teachers self-assess on selected components of the rubric in collaboration with the grade leaders using ARIS Learn several times during the year during the weekly teacher team meetings to receive PD on the Charlotte Danielson Frameworks.

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

September 2013-June 2014

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

Title I Focus monies will be used for professional development that will support teacher growth and learning with specific growth around questioning techniques and discussion prompts
 Title I and Title I Focus funds support building capacity around CCLS aligned tasks for teachers of level 1 and 2 students:
 50 full day professional development opportunities are provided for all Teachers given in house, by staff developers from Fordham University in ELA and Math-25 for Math and 25 for ELA

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.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		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 #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).

Improve alignment of assessment practices, including ongoing checks for understanding, to determine student progress towards goals and provide effective feedback to students about their work to inform planning and preparation. (2.2)

Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	D
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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.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	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.

During the 2013-2014 school year, 100% of teacher teams will use school wide formative and summative data, I-Ready and NYS assessments as a means to disaggregate data to identify students who need 1) to be targeted for additional instructional support to become proficient in ELA. 2) to revise teacher practice to increase proficiency of students needing to reach Level 3 in ELA.

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

Train teachers in the understanding and use of student data-formative and summative through onsite and offsite PD.
 Differentiate strategies for identified sub groups and plan for shifts in instruction weekly. Create and develop student assessment binders. IEP Teacher will help special education teachers look at student IEP goals and promotional criteria

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

Classroom Teachers, Clusters Teacher, Literacy/Math Fordham University staff developers, IEP teacher, SETSS Teacher, Intervention Team Leader, Administration, Network 406

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

We will use ARIS, School Net-Math Baseline Assessments, Fountas and Pinnell Levels, ReadyGen-Unit tests, Go Math Unit Assessments, I-Ready diagnostic tests, mid and end-term assessments, Reading 3D, M-Class Math and Fundamentals of Writing to review, update and modify student data so we can address student

weaknesses and move students forward who make progress.

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

September 2013-June 2014

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

Professional development will be provided by Network 406 and Fordham University staff developers on site and off site-Evidence will be shown in student work, teacher lesson plans and observations by administration, which include 10 observations of teacher teams by administration.

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	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		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).

At my child's school...23% of families agree that students get into fights.

Review Type:	Learning Environment Survey	Year:	2012-13	Page Number:	7	HEDI Rating:	D
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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.

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

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, a Social Emotional Learning (SEL) team will be organized to coordinate SEL school wide initiatives and begin revision of the school wide discipline plan in order to align it with Social Emotional Learning principles and decrease physical altercations between students.

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 teachers will teach lessons from the 4Rs curriculum (reading, writing, respect, resolution) each Monday and integrate lesson ideas, skills and activities throughout the week. A staff developer from Fordham University will work with select teachers each Monday through coaching, co-teaching and modeling lessons. This staff developer will also train a select group of students as peer mediators. The school will implement a peer mediation program this school year. The Child Study Team will meet weekly to plan activities and begin the development of the school wide discipline plan.

The Child Study Team will be made up of teachers, related services staff including the guidance counselor, school based staff developer, parent coordinator, representatives from the lunch staff and the staff developer from Fordham University.

Madison Square Boys and Girls Club, a partner organization will organize the schools recess program with a focus on the schools SEL priorities that include cooperation, following rules for recess games, team work and fun. These initiatives are expected to reduce the number of classroom disruptions to the learning process.

B. Key personnel and other resources used to implement each strategy/activity
1. Administration, teachers, guidance counselor, staff developer & parent coordinator
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
After training takes place the peer mediation program will be launched beginning with an assembly for all students and staff. Parents will be informed via backpack notices and school website. Targets to track progress are records of mediations, #'s of requests for mediations and ORRS incidents decrease.
D. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. OTPS: Educational Consultants- Fordham University to provide weekly professional development to all teachers and staff.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
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. .										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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).									
Which of the following improvements would you MOST like your school to make? 23% of parents say more preparation for state tests									
Review Type:	LES	Year:	2013	Page Number:	8	HEDI Rating:	D		

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.									
	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching						
X	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.									
By May 2014, all parents and guardians will be invited to participate in monthly parent activities on curriculum content and expectations for meeting NYSED academic standards.									

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.

F. Strategies/activities that encompass the needs of identified subgroups									
<ul style="list-style-type: none"> Parent workshops are scheduled a minimum of five times during 2013-2014 school year to be facilitated by the Fordham University staff developers, teachers, parent coordinator and administrators that will engage parents and guardians in activities that help them understand the new academic standards and testing program. Information about community based parent information meetings and conferences based on the Common Core standards will be disseminated to the parent body. Participating parents share this information in PTA meetings, at School Leadership meetings or in school based parent workshops. Links to parent websites regarding the curriculum standards will be posted on the school's website. Parents are invited to monthly presentations by each grade that focuses on a curricular theme. They also visit classrooms to observe end of unit culminating student presentations. 									

- Our school social worker will facilitate on-site 3 - 5 workshops focused on parenting issues.

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

1. Administration, Fordham University Consultants, Parent Coordinator, Guest speakers, School Social Worker

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

1. Parent Workshops will be monitored through attendance sheets
2. School performances will indicate which performances are highlighted for parent attendance
3. Translated parent notices will be held in main office by month

I. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014

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

We align the budget to support professional development, in the form of coaches and consultants to support teacher and student development.

Parent Workshops from 9am -12 pm for 30 Tuesdays

Teacher Created Materials – workbooks for parent

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.

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

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>New York Strategy-Specific Reading Kit- This gives students the extra instruction and practice they need to master important skills.</p> <ul style="list-style-type: none"> • Easy for teachers to use with a built-in pacing chart and lesson plans • Quick diagnosis followed by targeted and scaffold instruction • Built-in assessment tracks progress and skill mastery • Test simulation experience boosts student confidence 	Small Group	During the school day
	<p>I-Ready Diagnostic and Instruction-precisely pinpoint student needs and accelerate learning with a powerful online program customized for every student. The all-new I-Ready Diagnostic & Instruction is an effective combination of adaptive diagnostic assessment, engaging differentiated instruction, and instant reporting.</p>	Individual	During the School day and after school
	<p>Wilson Reading Program-This is an intervention tool for teaching decoding encoding and fluency. Special education teachers provide 45 minute lessons, 5 times a week, to students in grades 3-5.</p>	Small Group	During the school day
	<p>Extended Day- During this time all students in grades 2-5 are given small group instruction in math once a week using NY Ready ELA.</p>	Small Group	During the school day
	<p>Sight Word Intervention-Jumpstart reading success with this irresistible</p>	Small Group	

	<p>collection of 125 little books that introduce and reinforce the first 50 must-know sight words! Each set includes a sturdy storage box stocked with 5 copies of 25 delightful tales — each presenting 2 high-frequency words in a predictable format. The companion teaching guide includes activities, reproducible practice pages, easy assessment forms and mini-book versions of all 25 tales. That's everything you need to help every child learn how to read and write these key words once and for all!</p>		After School
<p>Mathematics</p>	<p>Great Leaps- This is a supplemental intervention tool for practicing basic math skills. Lessons are 10-15 minutes, one to one. This service is provided by trained math enrichment and support teachers and educational assistants. It is used to support students in grades 2-5.</p> <ul style="list-style-type: none"> • Targeted Mathematics Intervention is a program that focuses on “real-life application, vocabulary connections, cooperative learning and concrete models. This service is provided by in-school service providers for 30-45 minutes, 5 days a week in small groups or one to one tutoring. • Extended Day- During this time all students in grades 2-5 are given small group instruction in math once a week using NY Ready Math. <p>I-Ready Diagnostic and Instruction- precisely pinpoint student needs and accelerate learning with a powerful online program customized for every student. The all-new I-Ready Diagnostic & Instruction is an effective combination of adaptive diagnostic assessment, engaging differentiated instruction, and</p>	Small Group	During the school day

	instant reporting.		
Science	<ul style="list-style-type: none"> All 4th graders will receive differentiated instruction using Measuring Up Science and NY State Science three times a week during the science period, during the science prep period and during extended day. 	Small group	During the school day
Social Studies	<ul style="list-style-type: none"> To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies AIS program will be on authentic research via analysis of primary and secondary source documents as well as trade books. Services are provided via small group instruction and are delivered by the classroom teacher and AIS personnel. 	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Services are provided by the social worker and the school psychologist to students deemed at risk. Services are delivered primarily in a one to one setting during the regular school day. The at-risk counseling program includes services to assist students, teachers and parents. The goal of the program is increased levels of self-esteem, self-confidence and self-motivation 	Individual and Small Group	During the school day

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

1. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<p>97% of the teaching faculty at the Weeksville School is comprised of NYS certified teachers. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and receive professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classroom to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology.</p> <p>Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in the Weeksville School are supported and provided with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have sessions this year devoted toward further implementing the ELA CCSS via teachers on grade level designing units of study.</p>

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).
<p>The Administration, Lead teachers, Fordham University Consultants and CFN Support Staff will contribute toward this high quality professional development. During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the network. Staff members will attend conferences, workshops and training sessions at the CFN.</p> <p>In addition to professional development sessions, we hold grade level conferences monthly to discuss and implement instructional strategies that meet each grade's specific goal. Collaborative Inquiry Team meetings are held monthly. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping (June Planning) for the following September in all curriculum areas. This provides our teachers time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year.</p> <p>These meetings also provide administrators an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback drive our professional development programs. It will always be a goal of the Weeksville School to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will help us attain our goal.</p>

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Title IA monies will be used to ensure professional development is supported by Fordham University. Title I Focus money is used to fund per session days in order for teachers to participate in professional development opportunities after school to adopt rigorous CCLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning. Title I Focus monies will be used to support this goal by purchasing educational software called Curriculum Associates-READY New York CCLS Practice-ELA and Math for teachers to use for additional instructional support.</p>

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.).

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions.

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.

- Once data are collected, we engage in a comprehensive analysis of student learning outcomes focusing on the needs of all student groups.
- Teachers meet within their grades to analyze the assessments to get a better understanding of what needs to be taught. Classroom teachers, administrators, staff developers, the math coach, the AIS teacher, and classroom teachers meet on an ongoing basis to identify trends and make instructional and organizational decisions based on data. During common preps, teachers, along with the ESL and AIS teachers, meet to review test results, highlight individual student strengths, weaknesses and progress, and identify group trends.
- Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction. Study groups and professional development are also used to inform and train teachers on how to use various tools to analyze and interpret data, i.e. School Net, I-Ready, Amplify. In-house training, workshops, and professional development are provided by school staff and outside vendors.

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 16	Borough Brooklyn	School Number 243
School Name The Weeksville School		

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 Karen Hambright-Glover	Assistant Principal Dolores Joseph-Pauline
Coach type here	Coach type here
ESL Teacher Rose Fariello	Guidance Counselor type here
Teacher/Subject Area Ivy Rollins/ELA	Parent type here
Teacher/Subject Area Bonnie Landis/Math	Parent Coordinator Norvena Anderson-Logan
Related Service Provider Maryann Marrone	Other Deborah Alexander
Network Leader(Only if working with the LAP team) Karen Ames	Other Diane Lawrence

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	299	Total number of ELLs	6	ELLs as share of total student population (%)	2.01%
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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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out		8	4	0	8	8								28
Push-In		2	0	0	2	2								6
Total	0	10	4	0	10	10	0	34						

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	4			2						6
Total	4	0	0	2	0	0	0	0	0	6

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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			1		1	2								4
Chinese														0
Russian														0
Bengali		1			1									2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	1	0	2	2	0	0	0	0	0	0	0	6

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)					1	0								1

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)		1			1	1								3
Advanced (A)			1			1								2
Total	0	1	1	0	2	2	0	0	0	0	0	0	0	6

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					0
4	2				2
5	1	1			2
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									0
4	2								2
5	1		1						2
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					2				2
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

1. DIBELS provides accurate timely benchmarks and progress monitoring information to ensure students receive targeted instructional support. DIBELS are used to assess early literacy skills. In reviewing the data we see that 50% of ELL students score at benchmark. Rose Fariello, the ESL Teacher reports this to the classroom teacher to help facilitate instruction. ECLAS-2 is a research based assessment that measures each student's literacy progress throughout the year. Data shows that 60% of our ELLs score at benchmark. The ESL Teacher reports this information to classroom teachers to develop plans for instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. The data shows that 65% of students taking the LAB-R last year tested proficient. The data patterns for Kindergarten reveal that 1/1 (100%) students score Proficient in Speaking and Listening and 1 (100%) scored on an Intermediate Level in Reading and Writing. In the First Grade 2/4 (50%) scored on a Proficient Level in Listening and Speaking, 1/4 (25%) on an advanced level, and 1/4 (25%) on a beginner level. In Reading and Writing, First Grade Level, 2/4 (50%) scored on a Beginner Level, 1/4 (25%) scored on an Intermediate Level, and 1/4 (25%) scored on an Advanced Level. In the Second Grade in Listening and Speaking 3/3 (100%) scored on a Proficient Level. In Second Grade Reading and Writing 2/3 (67%) scored on an Advanced Level, and 1/3 (33%) scored on an Intermediate Level. In the Third Grade in Listening and Speaking 1/1 (100%) scored on a Proficient Level and 1/1 (100%) scored on the Intermediate Level in Reading and Writing. In the Fourth Grade 1/2 (50%) scored Proficient in Listening and Speaking and 1/2 scored an Advanced Level. In Fourth Grade Reading and Writing 1/2 (50%) scored on a Beginner Level and 1/2 (50%) on an Advanced Level. In the Fifth Grade in Listening and Speaking 2/2 (100%) scored on a Proficient Level. In the Fifth Grade in Reading and Writing 1/2 (50%) scored on an Advanced Level and 1/2 (50%) scored on an Intermediate Level. The scores of the students who took the LAB-R and the NYSESLAT exams increased in the modalities of Speaking and Listening. In reviewing the data we see that students score higher in Speaking and Listening, and lower in Reading and Writing. This information is used to plan instruction with an emphasis on Reading and Writing.
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?

4.a We do not have Transitional Bilingual Programs or Dual Language Program because the numbers don't permit it. Therefore we do not test students in their native language. NYSESLAT student results show that 1/1 (100%) of Kindergarten students are weaker in Reading. Therefore more emphasis is put on Reading in Instructional Planning. In the First Grade 1/1 (100%) Score lower in Reading. Therefore School Leadership and teachers place more emphasis on Reading and Writing in instructional planning. In the Second Grade 1/1 (100%) scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in instructional planning. In the Third Grade 2/2 (100%) scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in Third Grade instructional planning. In the Fourth Grade 2/2 (100%) scored lower in Reading. Therefore an emphasis is put on Reading for the Fourth Grade. In the Fifth Grade 2/2 (100%) scored lower in Writing. Therefore an emphasis is put on Writing in Fifth Grade. From the NYC Periodic Assessments the school is targeting grade specific instruction in reading, writing and math strategies for mastering the Common Core State Standards.

4. b The school leadership uses mCLASS: Reading 3D for Grades K-2. We use CCLS-Aligned ELA Benchmark Assessments in the Fall and Spring for Grades 3-5. We use Fountas-Pinnell in Grades K-2. Students are assessed 3 times a year and Progress Monitoring is done every 2 weeks and running records are kept. We use DIBELS for K-2. Students are assessed in this 3 times a year and running records are kept. We use Iready for Grades 3-5. We do Progress Monitoring monthly and keep running records. We use ReadyGEN for Grades 3-5. We do monthly conferences and evaluate a piece of writing monthly. We use Gheens Academy for Grades 3-5. Students are assessed 3 times a year and running records are kept. We have Wilson Intervention Program for Grades 1-5. Students are assessed 3 times

a year and Progress Monitoring is done monthly. We use Strategy Specific Reading Intervention Program for Grades 3-5. We do pre and post assessments, Progress Monitoring monthly and running records. Sight Word Intervention is done with Grades K-2. We do pre and post assessments, Progress Monitoring monthly and running records. The ESL Teacher does Sight Word Testing with Grades K-5 monthly. We have Sight words and Comprehension After School Program for Grades 1-2. We do Progress Monitoring monthly and running records.

4. c From the Periodic Assessments we get a picture of each ELLs progress. We see their strengths and weaknesses. We see the areas where they need the most help and the areas where they excel. We see the modalities, Speaking, Listening, Reading and Writing that they need the most help in and the ones they are advanced in. We use this to plan instruction best suited to the individual student. We plan to meet their needs in their deficiencies and support them in the areas where they excel. We do not use native language assessments because we do not have Transitional Bilingual Programs or Dual Language Programs because the numbers do not permit it. We sometimes use Native Languages in the classroom. We have a bilingual library. Sometimes we have students read in their language to promote multicultural pride and to assess students abilities to read in their native language.

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](#).)

5. ELLs are provided with strong Core Instruction in a rigorous and evidence based curriculum, including English Language development for ELLs. ELLs are given extra attention through Intervention and activities targeted to specific students, in addition to core instruction. Intensive and Individualized small group instruction is provided for those in need. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. We look at the pretest and use the information in planning instruction around student data. We use the Strategy Specific Reading Intervention Program for Grades 3-5. For Grades K-2 we use Sight Word Intervention. There are no native language arts at this school and no Bilingual Program (TBE) or Dual Language Program because the numbers do not permit it.

6. How do you make sure that a child's second language development is considered in instructional decisions?

6. Classroom teachers meet with the ESL teacher to plan curriculum for ELLs. ELLs are provided with strong Core Instruction in a rigorous and evidence based curriculum, including English Language development for ELLs. ELLs are given extra attention through Intervention and activities targeted to specific students, in addition to core instruction. Intensive and Individualized small group instruction is provided for those in need. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. ELLs are given small group instruction and extra attention. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.

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?

7. We have no Dual Language Programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. We evaluate the success of ELL Programs by looking at student progress in meeting AYP, by improvement in the NYSESLAT, and improvement in ELA, Math and Science Assessments. The program is evaluated by a 5 point increase in NYSESLAT scores across the modalities. For 60 % of ELL students in the testing grades (grades 3-5) will move to the next level on NYS ELA. 75% of ELL Students will increase one level on the NYS Math Assessments. 75% of ELL Students will increase by one level in the NYS Science Assessment.

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](#).)
 1. The Home Language Survey (HLIS) is administered to all entrants. Interviews of parents and students are conducted by the ESL Teacher, Rose Fariello, fully certified in ESL. The school secretary, a native Spanish speaker assists with translations during the identification process. All students are tested within 10 days of admission and placed in an ESL class, until parent selection process is completed. The ESL Teacher reviews the HLIS, and makes the formal initial assessment and administers the Language Assessment Battery-R (LAB-R), where necessary. The HLIS is placed in the student's cumulative folder and remains a part of his permanent record. Spanish lab is administered to Spanish Speaking ELLs. ELLs are annually evaluated in the Spring using the New York State English as a Second Language Achievement Test (NYSESLAT). Parents/guardians are notified in advance of test dates. Students are grouped according to testing accommodations needed in reading, writing, speaking and listening.
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.
 2. Students are tested and placed in an age appropriate ESL class within 10 days of registration. Letters are sent out and phone calls made by the ESL Teacher, Rose Fariello, fully certified, inviting parents/guardians to a Parent Orientation Meeting in September. At the meeting materials are available in English and the native language. A film is shown in English and the Native Language explaining the three programs available, Transitional Bilingual, ESL, and Dual Language. A Spanish speaking translator is available to answer questions. Over the phone translations are available for other languages. The ESL Teacher ensures that meetings are rescheduled for parents/guardians who could not make the meeting, so all parents/guardians attend the orientation meeting and understand all program choices. All materials are available in the nine DOE recognized native languages and English to ensure parents/guardians understand their choices. Parents/guardians sign sign-up sheets and Program Selection Forms, which are kept on file. Parents/guardians that chose programs other than ESL are informed that if we get 15 students in two adjacent grades we would create a class. They are also informed that they have a right to a transfer and are aided in obtaining one if they desire it.
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 [\[see tool kit\]](#).)
 3. The ESL Teacher sends out entitlement letters and the Program Selection forms in English and the nine native languages recognized by the DOE. Followup calls are made by the ESL Teacher to ensure that all forms are returned. The ESL Teacher keeps records of returned forms and follows up to ensure all forms are returned. Forms are placed in the students cumulative file. A log is kept of contacts made with Parents/guardians. Parents are invited to a Parent Orientation Meeting to discuss parent options and fill out Parent Survey Forms. Meetings are scheduled at parent's convenience.
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.
 4. Students are placed into programs based on Parent's choice. Placement letters are mailed out in September. ESL is available at the school. Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed. Transfers are offered to parents who request this program. All information is available in the native language and English. Spanish language translators are available to explain choices to parents. Parent Selection forms and HLIS forms are kept in students file and in the ESL records.
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.
 5. The RLER Report is used to determine NYSESLAT eligibility. All sections of the NYSESLAT are administered to all eligible

ELLs. If someone is absent make-ups are scheduled. The NYSESLAT is administered in the following order: Speaking, Listening, Reading and Writing.

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. 
6. In the past few years 50% of parents chose Transitional Bilingual Program (TBE) and 50% chose English as a Second Language Program (ESL). This year we had two newcomers, their parents chose ESL. Transfers are offered to parents who chose Transitional Bilingual Program (TBE). Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed to accommodate parents wishes. Transfers are offered to parents who request these Programs.

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])?
1. In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, PS 243 provides a combination of push in and pull out English as a Second Language services. B. The ESL Program serves 7 students from grades K– 5. Five students are Spanish Speakers, 2 speak Bengali. The ESL instruction is provided through push – in and pull – out programs. Students are grouped according to their grade and level of language proficiency. Proficiency levels are divided into two ungraded pull out groups, one with Beginning and Intermediate students, and one with Advanced and Transitional students. Push-In groups are grouped in heterogeneous 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)?

2. The ESL teacher provides services to all eligible students in two homogeneous proficiency level pull-out groups. Weekly 360 minutes of ESL are provided to all students in the Beginning and Intermediate Levels of ESL and 180 minutes of ESL and 180 minutes of ELA for Advanced Levels. There are no bilingual classes or Dual Language classes at this school and therefore no Native Language Arts (NLA). An ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, ESL teachers plan carefully with general education teachers to ensure curricular alignment. Transitional students get 90 minutes per week for two years after they pass the NYSESLAT.

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.

3. We only have ESL at this school. The content areas are taught in the regular classroom and supported in the ESL Program. The ESL Program serves as a focal point of reinforcement of ELL students' concepts of cross-cultural understanding. Providing the opportunity to the ELL student to acquire English proficiency and academic cognitive and cultural knowledge through ESL methodologies to make instruction more comprehensible to the ELL student. 100% of instruction is in English. Occasionally Spanish words are used to aid comprehension and encourage multicultural pride. The ESL teacher uses various techniques and approaches incorporating them into a balanced literacy approach using the workshop model (i.e. Whole Language Approach, Total Physical Response, Cooperative Learning, Cognitive Academic Language Learning Approach, and Phonics). The ESL teacher keeps a strong articulation with the classroom teacher to ensure the academic progress of the ELL participants. The ESL teacher meets weekly with classroom teachers and Articulation Forms are filled out monthly indicating curriculum, topics and skills being covered that month. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. In efforts to raise the learning standards, the ESL teacher uses a variety of literature, graphic organizers (i.e. Venn Diagram, Cause and Effect Chart, Semantic Webs and Story Maps, outlines, strategy charts, etc.) manipulatives, realia, audiocassettes, and storybooks to allow concepts to be taught through activities involving content topic and integrated thematic units. Language activities not only focus primarily on vocabulary learning, but also involve constant reinforcement to acquire language. Reading and Writing Workshop Models are used with Scaffolds to support understanding for second language learners.

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

4. We do not evaluate ELLs in their native language throughout the year because we do not have Bilingual or Dual Language classes. Students are evaluated with the Spanish Lab when they first enter the system.

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

5. ELLs are given lessons and assessments in all four modalities, Speaking, Listening, Reading and Writing. We use Fountas-Pinell in Grades K-2 for Reading, Speaking, Listening and Writing. Students are assessed 3 times a year and Progress Monitoring is done every 2 weeks and running records. We use Dibels for K-2 for Reading, Speaking and Listening and Writing. Students are assessed in this 3 times a year and running records. We use Iready for Grades 3-5 for Speaking, Listening, Reading and Writing. We do Progress Monitoring monthly and do running records. We use ReadyGEN for Grades 3-5 for Speaking, Listening, Reading and Writing. We do monthly conferences, and evaluate a writing piece monthly. We use Gheens Academy for Grades 3-5 for Speaking, Listening, Reading and Writing. Students are assessed 3 times a year and we do running records. We have Wilson Intervention Program for Grades 1-5 for Speaking, Listening, Reading and Writing. Students are assessed 3 times a year and Progress Monitoring is done monthly. We use Strategy Specific Reading Intervention Program for Grades 3-5 for Speaking, Listening, Reading and Writing. We do pre and post assessments, Progress Monitoring monthly and running records. Sight Word Intervention is done with Grades K-2 for Speaking, Listening, Reading and Writing. We do a pre and post assessment, Progress Monitoring monthly, and running records. The ESL Teacher does Sight Word Testing with Grades K-5 monthly for Speaking, Listening and Reading. We do Progress Monitoring monthly and running records. We have Sight Words and Comprehension After School Program for Grades 1-2. We do Progress Monitoring monthly and running records.

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).

6. a SIFE-We differentiate instruction for SIFE students by giving them a double period of ESL daily and small group instruction. We use the Moving Into English Program for grades K-3. We use Santillana Intensive English grades K-5. Groups are differentiated. Sometimes grouped homogeneously, sometimes heterogeneously sometimes random grouping and sometimes by student choice. Visuals, graphic organizers, manipulatives, Total Physical Response and scaffolds are used to aid comprehension.

6. b NEWCOMERS- We use the Moving Into English Program, grades K-3, Strategy Specific Reading Intervention Program, ESL-Scott Foresman Program., Phonics and Friends Program, Sight Word Sentence Builder. Groups are differentiated. Sometimes grouped heterogeneously, sometimes homogeneously sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers Total Physical Response and scaffolds are used to aid comprehension.

6. c ELLs receiving services 4-6 years- We use Into English, Hampton Brown, Moving Into English K-3, Verb Conjugator Computer program, Leap Into Language 3 Grades 2-5, for Math, Science, Social Studies and Language. Groups are differentiated. Sometimes heterogeneously, sometimes homogeneously sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.

6.d LONGTERM ELLs- We use Moving Into English K-3, Into English Program Hampton Brown, Great Leaps Reading, Verb Conjugater Program. Groups are differentiated. Sometimes heterogeneously, sometimes homogeneously, sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.

6. e Former ELLs- We give them two periods of ESL a week to support them in their classwork. Former Ells get test accomodations for two years after they test proficient. Groups are differentiated. Sometimes heterogeneously, sometimes homogeneously,sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.

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?

7. ELL-SWD- We have Moving Into English Program Grades K-3, Phonics and Friends Program Grades K-3, Sight Word Sentence Builder Leap Into Language 1,K-2, Simple Sentence Structure Program grades 3-5, Apple Education Series Writing and Publishing tools, Grades 3-5, ESI Scott Foresman Grades 3-5. Emphasis is put on vocabulary development, extra time is given to practice applying vocabulary. Extra time is given to simultaneously process the language and the content. Visual displays, illustrations, and kinesthetic activities are used. Paired oral rehearsal of academic language is used.

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?

8. The ESL Teacher works closely with the Special Education Teacher to plan curriculum to support ELL-SWDs to achieve their IEP goals and attain English proficiency. Sceduling is flexible and push-in is used to support students in their appropriate environment.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:		0	

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

Social Studies:	0		0	
Math:	0		0	
Science:	0		0	

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.
9. We have Kaplan ELA available for intervention for the ELA. We have Kaplan Math, Leap Into Language Program 1 for grades K-2, Leap Into Language 3 grades 2-5 for Math, Science, Social Studies and language. Bilingual Libraries are available for students. All services are offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. The program's effectiveness is evaluated by a 5 point increase in NYSESLAT scores across the modalities. For 60 % ELL students in the testing grades (grades 3-5) will move to the next level on NYS ELA. 75% of ELL Students will increase one level on the NYS Math Assessments. 75% of ELL Students will increase by one level in the NYS Science Assessment.
11. What new programs or improvements will be considered for the upcoming school year?
11. Some new programs planned for upcoming year are new ESL Computer Programs and new libraries for ESL. We are planning on getting more bilingual dictionaries, picture dictionaries and bilingual books and phonics programs. The ReadyGEN Program for Speaking, Listening, Reading and Writing, Iready software for the computer and the Go Math Program.
12. What programs/services for ELLs will be discontinued and why?
12. No programs or services are planned to be discontinued for the upcoming year. We have Kaplan ELA available for intervention for the ELA. We have Kaplan Math, Leap Into Language Program 1 for grades K-2, Leap Into Language 3 grades 2-5 for Math, Science, Social Studies and language. Bilingual Libraries are available for students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELLs have equal access to all available programs. Thirty percent (30%) of the ELL student population are in Special Education settings, i.e. self-contained or integrated co-teaching classes. Seventy percent (70%) are in General Education. We have intervention programs to help SIFE students, long term ELLs, Special Education students, Newcomers, and students reaching proficiency on the NYSESLAT. We have a double ESL period everyday, for all of the above, small group instruction, Extended Day, After School Programs, Balanced Literacy Program for grades K to 5. I- Zone digital learning Program for grades four and five, Voyager Reading Program, Great Leaps Math Program, Wilson Reading Program, Resource Room, Kaplan ELA, Kaplan Math, extended day and after school programs. For students reaching proficiency in the NYSESLAT in addition to the above, we also have two periods of ESL a week available. We also have testing accommodations for students reaching proficiency in the NYSESLAT for two years after they pass the NYSESLAT. They get time and a half for the test and separate locations.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Instructional materials to support ELLs- We use Moving Into English Program, Into English Program, Santillana Intensive English Program. For content areas we have Reading First, Voyager Reading Program, Great Leaps Reading, Time To Know Writing Program, Wilson Foundations, Wilson Reading Program, Kaplan ELA, Kaplan Math.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. In ESL all instruction is 100% in English with native language supports. We do not have a Transitional Bilingual Program (TBE) or a Dual Language Program at this school because the numbers do not permit this. We have Bilingual Libraries, bilingual dictionaries and glossaries available to support ELLs in their native language. We use the buddy system so that students support each other in their native language. We use web based activities, such as The International Children's Digital Library and Colorin Colorado for native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. Support Services and resources are available to all ELLs' age and grade levels. For Grades K-2 we have Sight Word Intervention and Sight Words and Comprehension After School Program. For Grades 3-5 we have Strategy Specific Reading Intervention Program. We have the ReadyGEN Program for Grades K-5. It has scaffolding handbooks to aid ELLs comprehension. The ESL Teacher meets with classroom teachers to plan instruction and to make sure curriculum is aligned to

ELL's ages and grade levels.

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.

17. We do not have a program to assist newly enrolled students at the beginning of the year because the numbers don't require it. We had 2 newly admitted entitled students this year.

18. What language electives are offered to ELLs?

18. There are no language electives available to ELLs.

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)?

19. We do not have a Dual Language Program because the numbers do not permit this.

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.

1. We have ongoing Professional Development monthly. Included in the Professional Development are: the Assistant Principal, all Teachers, Special Education Teachers, ESL Teachers, Guidance Counselors, Psychologists, and Related Service providers.

Workshops are provided covering all content areas, the first Monday of October, November, December, January, February, March, April and May.

2. The following workshops were taken by teachers on ESL Staff: Meeting CCLS for ELLs, Building Instructional Strategies for Success on the NYSESLAT for students K-8, Art and Literacy for ELLs and Teaching ELLs Across the Content Areas, Incorporation of ESL Strategies into classroom/content area instruction, NYSESLAT training and scoring, Differentiated Instruction for ELLs. The ESL Teacher meets with teachers and coaches for collaborative planning. Certificates are given for workshops attended and kept in teachers file.

3. Parent Coordinators and Teachers are available to assist ELLs transitioning from elementary to middle school. They attend the same workshops listed above.

4. The following workshops were taken by teachers on ESL Staff: Meeting CCLS for ELLs, Building Instructional Strategies for Success on the NYSESLAT for students K-8, Art and Literacy for ELLs and Teaching ELLs Across the Content Areas, Incorporation of ESL Strategies into the classroom/content area instruction, NYSESLAT training and scoring, Differentiated Instruction for ELLs. The ESL Teacher meets with teachers for collaborative planning. Certificates are given for workshops attended and kept in teachers file.

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. Overall Parent involvement is developing. Parent Orientation sessions are provided to inform ELL parents of the general requirements of the program for Bilingual Education, and or Freestanding ESL, and the various language programs available, State Standards, assessments and school expectations. In addition, parents were informed about the procedures for the placement of their children. A Parent Orientation Meeting is scheduled annually for the beginning of October. Meetings are rescheduled for all that cannot attend to ensure that every parent can attend. Parents learn about the language programs available, and how to help their children with their homework. Translators are available for Spanish Speakers. Over the phone translations are available for other languages.
 2. The school does not partner with other agencies.
 3. Every parent fills out a Home Language Survey indicating the language their child speaks. The child is administered the LAB-R to identify Program needs. Parents are sent Parent Selection Forms, and attend Orientation Meetings, where they learn about language programs available and select an appropriate program for their child. Translators are available in Spanish, over the phone translation is available in other languages. The Parent Coordinator helps distribute the Parent Survey forms and helps to contact parents.
 4. We have two orientation meetings annually and two Open School nights a year and the Weeksville School.org, where parents can e mail me about their concerns. Parents learn about language Programs available and participate in activities to learn to help their children with homework.

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.

Part VI: LAP Assurances

School Name: The Weeksville School

School DBN: 16k243

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karan Hambright-Glover	Principal		11/14/13
Dolores Joseph-Pauline	Assistant Principal		11/14/13
Ms. Logan	Parent Coordinator		11/14/13
Rose Fariello	ESL Teacher		11/14/13
	Parent		
Bonnie Landis/Math	Teacher/Subject Area		11/14/13
Ivy Rollins/ELA	Teacher/Subject Area		11/14/13
	Coach		
	Coach		
	Guidance Counselor		
Karen Ames	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16K243 School Name: P.S. 243K-THE WEEKSVILLE SCHOOL

Cluster: 4 Network: 406

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

Part A: Needs Assessment Findings

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

4There are so many LEP/ELLs in the NYC public school system, therefore, it is very important to be able to communicate with, and inform, their parents of all matters that concern their children's education. Pursuant to Chancellor's Regulation A 663 the school will identify the primary language needs of the parent population via a survey. During the first month of the school year, the general education teacher of an ELL gets to know and surveys the child's/parent's written translation and oral interpretation needs. Also, the Home Language surveys are distributed to family members of newly admitted students, eliciting the prevalent language being spoken at home. The parent coordinator and ESL teacher approach the parents and interview them about their needs at the time of parent intake/orientation, as well as explaining the school's programs. The guidance counselor and other related school services contribute additional clues about the needs of the parents. A staff member that lives in the community has knowledge of its workings, too. After all the data has been collected, within 30 days of enrollment, the Principal and a School Committee assess the language needs and devise a plan of action to help the parents. Records of the findings are kept on file on student record cards and ats. The results of the data show that 6% of our parents speak Spanish, 0.30% speak Bengali, 0.15% speak Chinese, and 0.15% speak Arabic. They require written and oral interpretation. The results are reported at PTA Meetings. Resources are used from the Translation and Interpretation Unit, and signs are displayed in 8 Languages.

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

The major findings are that 6% of our parent population require written translation and oral interpretation in Spanish. 0.66% of our parent population require written translation and oral interpretation in Bengali. Through the school's strategies and varied activities, the plan of action will attempt to strengthen the ties between school and home. Within the school setting, there are many available resources to help translate and interpret for parents. A list is compiled of all the staff that speak/write the languages that are spoken by the ELLs' parents, namely Spanish, Bengali. This includes the principal, teachers, paras, school-based support team, guidance counselor, parent coordinator, school secretaries, security guards, school nurse, school aides, crossing-guard, and lunchroom and custodial staff. Community workers of neighborhood organizations can also be very helpful to a school. Recruiting of parent volunteers is an essential component in the plan of action. Even an adult relative can assist because he has been living in America longer than the rest of his family.

Part B: Strategies and Activities

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

Written translation services will be provided via the Department of Education's translation services. All documents in need of translation will be emailed to this division in Word format. Translation services generally take about 3 days for turn around. An accurate record of families requiring translated documents will be kept so that all letters/documents sent home will be sent in the appropriate language on the same day (to the extent possible) as the English version. Report cards will continue to be sent home with translations as needed. Parent Association communications are also sent with Spanish translations.

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.

From all these people, oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, schoolwide events and telephone calling. In-house services (from the above-mentioned resources) will be used for translating written communications, such as brochures, flyers, letters, school reports and newsletters. The school can purchase computer software for translating written documents into the needed languages. If these homegrown services are not sufficient, the Translation Unit of the DOE will be contacted for assistance.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663, schools will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school. Translated signs will be posted to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department's website will provide information in the parents' native languages about their rights to the language assistance services and how to obtain these services. The school provides translated versions in the required languages of The Bill of Parents Rights and Responsibilities.