



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** THE LEW WALLACE SCHOOL  
**DBN (i.e. 01M001):** 23K284  
**Principal:** KEVA PITTS  
**Principal Email:** KPITTS2@SCHOOLS.NYV.GOV  
**Superintendent:** MAURICIERE DE GOVIA  
**Network Leader:** ELLEN PADVA

### 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
Keva Pitts	*Principal or Designee	
Dawn McDonald	*UFT Chapter Leader or Designee	
Jacqueline Richey	*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	
Ayesha LaMont	Member/ Chairperson	
Fatima Smith	Member/ UFT	
Kundora Smith	Member/ UFT	
Tessil Hobson	Member/ UFT	
Chanelle Curtis	Member/ Parent	
Michelle Morman	Member/ Parent	
Norma Alvarado	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 23K284

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	587	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	14	# SETSS	N/A	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2013-14)					
# Visual Arts	28	# Music	N/A	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.6%	% Attendance Rate			89.6%
% Free Lunch	92.8%	% Reduced Lunch			2.6%
% Limited English Proficient	10.4%	% Students with Disabilities			23.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			68.8%
% Hispanic or Latino	29.6%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	0.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.45	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			30.7%
% Teaching with Fewer Than 3 Years of Experience	18.2%	Average Teacher Absences			6.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.4%	Mathematics Performance at levels 3 & 4			10.3%
Science Performance at levels 3 & 4 (4th Grade)	76.4%	Science Performance at levels 3 & 4 (8th Grade)			14.3%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

### 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.**

- Teacher were engaged in targeted professional development to meet their individual needs, classroom inter-visitations, and Teacher Effectiveness professional developments on an ongoing basis
- SMART goals were created with the students every six weeks
- Teachers created targeted activities based on the students and small group needs
- Teachers and teams set specific goals based on the data disaggregated
- A variety of after school programs were conducted for enrichment and intervention
- Clubs and programs were offered to the students by the staff
- Monthly Parent Workshops were conducted by Community Based Organizations and P.S. 284
- Monthly newsletters and calendars were implemented as a medium for disseminating information
- Frequent memos/ notices/ flyers in (English and Spanish) were created to keep the parents and community informed of what is going in P.S. 284
- Programs were offered by the school staff for the families and the community
- Parental Feedback (surveys) were used as a means of determining parents' needs

#### **Describe the areas for improvement in your school's 12-13 SCEP.**

- Provide opportunities for teachers to analyze data linked to various subgroups aimed at adjusting classroom practices as needed for the purpose of accelerating student achievement outcomes.
- Extend teachers' capacity to consistently provide strategies that support multiple entry points so that all learners are engaged in meaningful work that further promotes student progress
- Develop and further integrate task into curriculum that provide rigor and alignment to the CCLS to support learning by all students

#### **Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.**

- Staff resistance to adjusting to the new Teacher Evaluation System
- Staff receiving training in UDL (multiple entry points)
- The school's location and surroundings
- Retention of staff
- Staff not necessarily receptive and reflective on their practices

#### **Describe the degree to which your school's 12-13 SCEP was successfully implemented.**

- Out of the five goals created, the school was able to successfully meet four of them. This was executed through weekly cabinet meetings, collaborative decision-making, implementation of systems and structures that improved the level of safety, consistent progress monitoring, mandated weekly teacher team meetings, empowering staff and building capacity within the building, partnering with CBOs, and implementation of parent workshops.

#### **Were all the goals within your school's 12-13 SCEP accomplished?**

	Yes	X	No
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#### **If all the goals were not accomplished, provide an explanation.**

Goal #2 – Provide opportunities for teachers to analyze data linked to various subgroups aimed at adjusting classroom practices as needed for the purpose of accelerating student achievement outcomes. This goal was not accomplished in totality because the strategic and disaggregated review of student performance was not structured and shared with the entire school community.

#### **Did the identified activities receive the funding necessary to achieve the corresponding goals?**

X	Yes		No
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### ***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.**

- Population of the students the school serves remains a challenge.
- New curriculum, new programs, and new systems require time for training, understanding and implementation.
- New teachers were hired this year.

- Teacher Evaluation System and new systems result in teacher resistance

**List the 13-14 student academic achievement targets for the identified sub-groups.**

- Average score of each subgroup to improve by 20%

**Describe how the school leader(s) will communicate with school staff and the community.**

- Weekly newsletters
- Monthly calendars
- Distribution of bilingual flyers and notices
- Memos to staff
- School Messenger

**Describe your theory of action at the core of your school's SCEP.**

**Vision: It is our vision to ensure all of the P.S./I.S. 284 students receive a quality, well-rounded education in which students are equipped with the tools for success and become responsible, life-long learners, who are positive role models wherever they go.**

**Mission: Our mission is to continue our tradition of a family-centered environment that supports a solid academic foundation, social and cultural sophistication and prepares our students for the colleges and careers of the 21<sup>st</sup> century.**

**Short-term Goals:**

- **By June 2014, there will be an improvement in the effectiveness of a minimum of 50% of our teaching staff in their ability to provide strategies that support multiple entry points for all students and that promote student progress, as measured by their students' formative/summative assessment data, and/or teacher observation reports.**
- **By June 2014, curriculum activities will be Common Core aligned, rigorous, cognitively engaging and support all learners with being successful and will be in coherence with the curriculum maps that are posted on Rubicon Atlas as evidenced by student tasks, assessment data, and work products.**
- **By June 2014, there will be an improvement in teacher effectiveness as mandated by a shared understanding of teacher excellence while targeting new and developing teachers in an effort to enhance their pedagogy and instructional craft as measured by an increase of "Effective" ratings in the Danielson instructional competencies.**
- **By June 2014, via strategies such as collecting data, conducting gap analyses on student work, and monitoring progress school-wide, teacher team and individual teacher team level members of our teaching staff will be able to disaggregate a variety of data to provide themselves with actionable feedback to support all learners including at-risk students.**
- **By June 2014, the school will increase the level of communication by 2% with parent and child, and enhance their level of awareness by way of preparing our students for college, career and success in life after high school.**

**Linking actions to your short-term outcomes:**

1. What change do you hope will happen as a result of implementing this action?

- Teachers will gain a deeper understanding of the strategies that support multiple entry points for students and apply those strategies in their instruction to promote student achievement for all.
- All teachers will promote rigor and enhance student engagement through higher order thinking questions and Common Core aligned activities
- Teachers will improve their pedagogy through deeper understanding and knowledge of the Danielson competencies
- Teachers will become more versed in data analysis and be able to use the results from the data to plan and drive instruction and make refinements.
- An improvement in the level of parental communication which will result in an increase in parental engagement/involvement.

2. Why do you think this action will lead to the outcome you have identified?

- This action will lead to the outcomes identified because we are implementing the below strategies to address the Teacher Effectiveness Program and the Danielson Framework and they are in alignment to the common core standards

and Citywide Instructional Expectations.

Key Actions to achieve short term goals:

**(See strategies below)**

**Describe the strategy for executing your theory of action in your school's SCEP.**

- Collaboration with ESL teacher- Differentiated Instruction
- Teachers will attend ESL professional development
- CITE consultants will conduct professional development on multiple entry points and strategies for teachers to improve their practice
- Data Specialist will meet with teacher teams on a weekly basis to examine and analyze data for sub-groups and individual classrooms, and provide monthly professional development
- Implementation of a new grade data system (Skedula) that allows the school to share information with parents regarding progress reports and student grades
- Create monthly newsletter on data to share information with the entire school community
- Teachers attend ongoing professional development on the newly adopted curriculum
- Network provide training to teachers on new curriculum
- Curriculum Writing Team turnkeys information to the staff and make modifications to curriculum maps based on information provided from teachers and posts maps on Rubicon Atlas
- Talent Coach in conjunction with the Teacher Effectiveness Team provides training to teachers beginning January 2014
- Cabinet members engages in monthly progress monitoring
- Teacher teams conduct cycles of inquiry based collaboration to examine student work products in an effort to surface gaps and common trends to make refinements in curriculum and devise responsive plans to address the needs of all students
- Infused an 8<sup>th</sup> grade curriculum for college and career readiness
- High school articulation meetings with parents and students
- Career Day
- New Attendance Incentive Plan that targets students with poor attendance and to maintain and sustain our attendance goal
- College Mural with various colleges to build awareness and create positive affirmation about college life
- Evidence of the school logo throughout the school and printed on all documents- "We Care About Our Students, Our Community, and Our Future"
- All teachers have been provided with up-to-date technology and resources to provide access to all students using multiple entry points as the instructional focus
- Monthly meetings with Principal to share information with families- Principal Breakfast, Principal Dinner, Parent Association Meetings
- Maintain strong partnerships with Community Based Organizations (CBOs) to provide academic intervention and enrichment services to our students- Chess, ESL, GENTS, Girl Talk, 21<sup>st</sup> Century Grant, CHAMPS, BELL

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

- Multiple Entry points for all students
- Coherence amongst school staff
- Improve Teacher Effectiveness
- Data disaggregated and strategically shared with entire school community
- Increase engagement of school community

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

- Monthly progress monitoring by Cabinet members
- Data Analyst work with teacher teams in examining pertinent information, trends and patterns the data provide
- Targeted Professional Development Plan was devised to meet the needs of all stakeholders.
- Creation of a School-wide Instructional Focus
- Creation of a Goal-setting Template for Teachers and Students
- Talent Coach from Teacher Effectiveness provides professional development for all staff members.
- Network Staff provides support to administration on school improvement and teachers with the new curriculum.
- Create parent survey and analyze data to improve the communication levels with families.

## 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).							
Extend teachers' capacity to consistently provide strategies that support multiple entry points so that all learners are engaged in meaningful work that further promotes student progress.							
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012 - 2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing

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

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>2.2 School leader's vision</b>		<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader's use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
•	<b>By June 2014, there will be an improvement in the effectiveness of a minimum of 50% of our teaching staff in their ability to provide strategies that support multiple entry points for all students and that promote student progress, as measured by their students' formative/summative assessment data, and/or teacher observation reports.</b>

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>1.</b>	<b>Strategies/activities that encompass the needs of identified subgroups</b>
	<ol style="list-style-type: none"> <li>1. Administrators will participate in instructional rounds, conduct frequent informal and formal observations and provide teachers with timely actionable feedback</li> <li>2. Teachers will develop SMART Goals to increase student achievement and to focus on teacher practice based on self-reflection.</li> <li>3. Implementation of Universal Design for Learning (UDL) principles will be used in all classroom instruction and activities</li> </ol>
<b>2.</b>	<b>Key personnel and other resources used to implement each strategy/activity</b>
	<ol style="list-style-type: none"> <li>1. Principals, Asst. Principals, Teachers</li> <li>2. Principal, Asst. Principals, Teachers</li> <li>3. Principal, Asst. Principals, Teachers, Professional Development Team</li> </ol>
<b>3.</b>	<b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
	<ol style="list-style-type: none"> <li>4. Snapshots and observations</li> <li>5. Benchmark assessments; student work products; follow-up on recommendations from teacher observations</li> <li>6. Lesson plans</li> </ol>
<b>7.</b>	<b>Timeline for implementation and completion including start and end dates</b>
	<ol style="list-style-type: none"> <li>1. Start September, 2013. Ongoing through June 2014</li> <li>2. Start October, 2013. Ongoing through June 2014</li> <li>3. Start September, 2013. Ongoing through June 2014</li> </ol>
<b>8.</b>	<b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
	<ol style="list-style-type: none"> <li>1. Provision in the schedule will allow teachers to participate in internal and external school-wide instructional rounds for opportunity to observe best practices</li> <li>2. Teachers will create SMART goals using school-wide template and data extrapolated from teacher observations</li> <li>3. Teachers will be provided an opportunity to attend ongoing professional development on UDL and Teacher Effectiveness</li> </ol>

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>			<b>PF Common Core</b>		

	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 #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).

Develop and further integrate tasks into curriculum that provide rigor and alignment to the CCLS to support learning by all students.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012 - 2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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#### **Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

#### **Annual Goal #2**

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

- **By June 2014, curriculum activities will be Common Core aligned, rigorous, cognitively engaging and support all learners with being successful and will be in coherence with the curriculum maps that are posted on Rubicon Atlas as evidenced by student tasks, assessment data, and work products.**

#### **Instructional Strategies/Activities**

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

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

1. Teacher teams will meet across grades and content area to allow more cohesive curriculum planning.
2. Curriculum Planning Team will develop curriculum maps and lesson plans that are in alignment with the CCLS to enhance rigor and implementation of critical thinking strategies.
3. New Common Core Curriculum adopted by the school is designed to encompass activities and assessments that promote rigor, student engagement, and meet the needs of all learners.

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

6. Principal, Asst. Principals, Teachers
7. Principal, Asst. Principals, Curriculum Planning Team, Teachers
8. Principal, Asst. Principals, Teachers

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

1. Teacher Team Meeting Agendas
2. Curriculum maps and lesson plans posted on Rubicon Atlas
3. Student work products, end of unit assessments, classroom snapshots and observations

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

1. Start September, 2013. Ongoing through June, 2014
2. Start August, 2013. Ongoing through June, 2014
3. Start September, 2013. Ongoing through June, 2014

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

1. Teacher teams will be required to meet two times a week to discuss challenges and progression of the new curriculum
2. Curriculum Planning Team meets once a week to make necessary modifications to curriculum maps in addition to meeting with the Principal once a month and attend professional development trainings with the network.
3. Teacher teams will conduct gap analyses on student work to surface trends, patterns, misunderstandings, common mistakes, in an effort to devise responsive plans and next steps that are necessary to meet the needs of all students.

#### **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	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 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		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 #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).											
Extend teachers' capacity to consistently provide strategies that support multiple entry points so that all learners are engaged in meaningful work that further promotes student progress.											
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing				

#### **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.											
	<b>4.2 Instructional practices and strategies</b>					<b>4.3 Comprehensive plans for teaching</b>					
	<b>4.4 Classroom environment and culture</b>				X	<b>4.5 Use of data, instructional practices and student learning</b>					

#### **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.											
<ul style="list-style-type: none"> <li><b>By June 2014, there will be an improvement in teacher effectiveness as mandated by a shared understanding of teacher excellence while targeting new and developing teachers in an effort to enhance their pedagogy and instructional craft as measured by an increase of "Effective" ratings in the Danielson instructional competencies.</b></li> </ul>											

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>											
<ol style="list-style-type: none"> <li>Principal and Assistant Principal will conduct a minimum of four observations (formal and informal) for each teacher while focusing on the Danielson instructional competencies.</li> <li>Talent Coach, Instructional Leads, Assistant Principals and Principal will conduct ongoing professional development on Danielson competencies to assist teachers on improving their practice.</li> <li>Each teacher will create their SMART goals and their own professional growth plan with a member of the administrative team to assess their growth using a mid-year checkpoint and end-of-year feedback conference.</li> </ol>											
<b>B. Key personnel and other resources used to implement each strategy/activity</b>											
<ol style="list-style-type: none"> <li>Principal, Assistant Principals</li> <li>Principal, Assistant Principals, Talent Coach, Instructional Leads</li> <li>Principal, Assistant Principals, Teachers</li> </ol>											
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>											
<ol style="list-style-type: none"> <li>Recommendations from formal and informal observations; lesson plans</li> <li>Agendas from professional development workshops; Snapshots and teacher observations</li> <li>Professional Growth Plan; Teacher SMART goals</li> </ol>											
<b>D. Timeline for implementation and completion including start and end dates</b>											
<ol style="list-style-type: none"> <li>Start September, 2013. Ongoing through June, 2014</li> <li>Start September, 2013. Ongoing through June, 2014</li> <li>Start September, 2013. Ongoing through June, 2014</li> </ol>											

<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>											
1. Administration will use Teacher Observation Feedback Form when conducting snapshots and observations, and schedule post-observation conferences to provide teachers with timely actionable feedback.											
2. Talent Coach and members of the administrative team will work collaboratively to conduct professional development workshops on Teacher Effectiveness in alignment with the school's Professional Development Plan.											
3. Teachers will use the ARIS Learn community to track and monitor their professional growth plan, in addition to using a school-wide SMART goal template to create their goals and monitor the achievement of those goals.											

**Budget and Resource Alignment**

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

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

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

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

**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).

Build on current assessment practices to further an understanding of student progress toward standards in order to strategically adjust instruction

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012 - 2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

**Annual Goal #4**

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

- **By June 2014, via strategies such as collecting data, conducting gap analyses on student work, and monitoring progress school-wide, teacher team and individual teacher team level members of our teaching staff will be able to disaggregate a variety of data to provide themselves with actionable feedback to support all learners including at-risk 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**

1. Weekly teacher team meetings will be held in conjunction with the administrators and Data Analyst to examine individual classroom data to assist teachers in disaggregating the data and making informed decisions.
2. The Inquiry Team will meet bi-monthly to analyze sub-group data and subsequently disseminate the findings to the entire school.
3. School-wide standards of data will be analyzed on an ongoing basis: SchoolNet data, state assessment data, ECLAS, Fountas & Pinnell, unit tests, teacher made tests, school wide custom tests, baseline assessments, student work samples, and student observations.

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

1. Principal, Asst. Principals, Data Analyst, Teachers
2. Principal, Data Analyst, Inquiry Team

3. Principal, Asst. Principals, Data Analyst, Teachers
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Review data from individual classrooms during teacher team meetings 2. Monthly data on subgroups: SWDs, ELLs, Lowest Third Population 3. Individual Teacher monthly data analysis reports
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Start September, 2013. Ongoing through June, 2014 2. Start December, 2013. Ongoing through June, 2014 3. Start September, 2013. Ongoing through June, 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Provision in the schedule allows for teacher collaborative meetings to provide the opportunity to conduct gap analyses and examine data with Data Analyst and administration. 2. Inquiry Team upon data analysis of subgroups, targets selected students in an effort to provide academic intervention services. 3. Data Reports are completed using data from assessments, and provided to supervisors for an in-depth analysis of student achievement and progress.

**Budget and Resource Alignment**

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

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
My child's school will communicate to me and my child what we need to do to prepare my child for college, career and success in life after high school.			
<b>Review Type:</b>	Learning Survey	<b>Year:</b>	2012-2013
<b>Page Number:</b>	Page 6	<b>HEDI Rating:</b>	Effective

**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.		
	<b>6.2 Welcoming environment</b>	<b>X</b>
	<b>6.4 Partnerships and responsibilities</b>	
		<b>6.3 Reciprocal communication</b>
		<b>6.5 Use of data and families</b>

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
<b>By June 2014, the school will increase the level of communication by 2% with parent and child, and enhance their level of awareness by way of preparing our students for college, career and success in life after high school.</b>

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Progress reports will be administered to parents in addition to regular scheduled report cards to inform our parents about student progress. 2. Monthly assemblies and programs will be conducted to showcase student achievement. 3. Monthly calendars, notices and flyers printed in English and Spanish will be sent home to families to keep them abreast of programs and activities at the school. 4. School messenger system will be utilized to inform and remind families of upcoming events.

5. Principal's and Parent Association Breakfast and Dinners
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Principal, Asst. Principals, Data Analyst 2. Principal, Asst. Principals, Teachers 3. Principal, Asst. Principals, Instructional Leads, Office Clerk 4. Principal, Asst. Principals 5. Principal, Asst. Principals, Parent Coordinator, Parent Association
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Progress Reports, Report cards 2. Feedback forms from families 3. School documents; parent surveys 4. School Messenger Report 5. Parent Attendance records from activities
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Start November, 2013. Ongoing through June, 2014 2. Start September, 2013. Ongoing through June, 2014 3. Start September, 2013. Ongoing through June, 2014 4. Start September, 2013. Ongoing through June, 2014 5. Start September, 2013. Ongoing through June, 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. School-wide progress reports generated by Data Analyst and administration, and disseminated to teachers for distribution to students. 2. Teachers and administration coordinate events for students and families. 3. Instructional Leads and Office Clerk create notices, calendars and flyers in dual languages to effectively communicate with families. 4. School messenger report is generated as needed to track the improvement of communication with families. 5. Cabinet members monitor and analyze the attendance records from Principal/Parent engagement activities to track parental engagement/involvement.

***Budget and Resource Alignment***

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

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

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

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Scholastic CodeX, Pearson ReadyGen, NY Ready, Test prep materials, DEAR Time, graphic organizers, use of technology, visual aids, anchor charts, peer editing, chunking the text, close reading text, multi-draft reading, turn and talk prompts, discussion starters, sentence frames	Whole group discussions, small group instruction, flexible grouping, Tutor/Peer Buddy System, differentiated instruction	During the day, after-school, and Saturdays
<b>Mathematics</b>	Pearson's CMP3, Harcourt's Go Math, Re-teaching, journaling, use of technology and videos, drill and practice for fluency, mathematical practices, common core shifts, real world applications.	Whole group instruction, small group instruction, flexible skill group, one-on-one instruction, conferencing, differentiated instruction	During the day, after-school, and Saturdays
<b>Science</b>	Glencoe Science Curriculum for 7th, 8th grades, Harcourt Curriculum 4 <sup>th</sup> grade, Scope and Sequence, Hands on experiments, graphic organizers, smart board interactive technology, internet-based research projects,	Whole group instruction, grouping, small group instruction, differentiated instruction	During the day
<b>Social Studies</b>	Content reading, non-fiction texts, use of technology	Whole group instruction, small group	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	RTI, Respect for All Initiative, Anti-bullying Campaign, PBIS Curriculum, Counseling	Small group, one-to-one	During the day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Highly Qualified Teachers will be recruited through the use of Teachers of Tomorrow Program and the New Teacher Finder. Teachers recruited to work at the Lew Wallace School will be eligible for tuition / student loan reimbursement as a result of our Title I status with the United States Department of Education. Additionally, the Lew Wallace School will reimburse teachers for expenses incurred as a result of tuition to reach Highly Qualified status. Professional development opportunities will be offered to those teachers that are not Highly Qualified.

**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).

All Staff members will engage in ongoing differentiated professional development on the newly adopted CCSS curriculum. Professional development will be implemented into the schedule and take place every Thursday and Friday. The staff will engage in weekly schedule professional development on instructional practices relative to the CIEs and Teacher Effectiveness. In addition, afterschool workshops are facilitated by the Professional Development Team and outside consultants.

**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 **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Pre-K funding is used to pay for the uniforms for students in temporary housing, curriculum, family workshops, technology, and any additional supplies. Other funding sources are allocated to purchase the Waterford Program to assist and assess students' academic readiness in all the content areas.

**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.).

- Parental Involvement- Monthly parent/family workshops
- Early Intervention Services
- ECERS Assessment
- Studio In a School Grant
- Waterford Program
- CCSS aligned Pre-K Program

**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.

- Data Analyst in conjunction with the Inquiry Team works collaboratively to disaggregate the data in an effort to disseminate the results to entire staff and community that is used to create appropriate assessments.
- Data Analyst conducts bi-weekly scheduled data talks with teacher teams as a means of providing professional development regarding the importance of data analysis and its implications.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>00</b>	Borough <b>Brooklyn</b>	School Number <b>284</b>
School Name <b>PS/IS 284 Lew Wallace School</b>		

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

Principal <b>Keva Pitts-Girard</b>	Assistant Principal <b>Keshia Ferguson</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Chadwick Caraway</b>	Guidance Counselor <b>Felix Polanco</b>
Teacher/Subject Area <b>Nanette Fantauzi/ Kindergarten</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Janie Sanders</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>579</b>	Total number of ELLs	<b>67</b>	ELLs as share of total student population (%)	<b>11.57%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1	1	1	1	0	0	0	0	9
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	17
SIFE	2	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	11

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	2	6	12	0	6	11	0	5	67
Total	44	2	6	12	0	6	11	0	5	67

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	7	4	1	10	5	14	10	10					62
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2	1							3
<b>TOTAL</b>	1	7	4	2	10	7	16	10	10	0	0	0	0	67

## 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	2	2	1	4	0	4	4	4					22

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	4	1	1	3	4	4	4	4					25
Advanced (A)	0	1	1	0	3	3	8	2	2					20
Total	1	7	4	2	10	7	16	10	10	0	0	0	0	67

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	5	1	0	0	6
4	6	1	0	0	7
5	6	1	0	0	7
6	5	0	0	0	5
7	7	0	0	0	7
8	7	0	0	0	7
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	6	0	2	0	0	0	0	0	8
4	7	0	0	0	0	0	0	0	7
5	8	0	1	0	0	0	0	0	9
6	8	0	1	0	0	0	0	0	9
7	7	0	1	0	0	0	0	0	8
8	8	0	2	0	0	0	0	0	10
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	5	0	0	0	6
8	4	0	5	0	0	0	0	0	9
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

All students in grades K-2 are assessed with E-CLAS-2. Students in grades 3-8 are assessed using Fountas and Pinnell. This data is useful in a number of ways. First, it provides teachers data about their students' abilities in the following areas: print awareness, phonemic awareness, decoding, and comprehension. Teachers are able to determine what reading level and approximate grade level their students are at in order to differentiate instruction appropriately and provide students with independent level text. Also, it allows teachers to find the instructional level of text they use during guided reading. With this information, teachers can provide their students with the skills they need in order to grow and function at the next reading level.

Additionally, ELLs who cannot complete the E-CLAS-2 or Fountas and Pinnell because of language barriers are administered a phonics screener to test for letter sound and identification knowledge, sight word automaticity, decoding, and phonological awareness. The classroom teachers and ESL teacher then use this data to devise interventions to address the literacy needs of ELLs. The interventions are provided during the ELA block from the ELLs homeroom teacher as well as from the ESL teacher during the ESL periods.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
One of the major findings from the Spring 2013 NYSESLAT data was that our ELLs continue to score the lowest in writing. Additionally, the scores in listening dropped from the Spring 2012 to the Spring 2013 NYSESLAT. This may be due in part to changes to the NYSESLAT this year to align the test to CCLS. Additionally, the only students who scored Proficient on the 2013 NYSESLAT were students in grades 2-3. Also, students in grades K-5 had greater proficiency level gains than students in grades 6-8.
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 [AMAQ tool](#))

This year, a greater emphasis will be placed on exposing our ELLs to more listening and writing opportunities with nonfiction text. Students will learn and practice the following skills to assist them in the listening modality: determining important facts, note taking and annotation skills, listening for the gist, non-reliance on understanding every word, and using context clues to understand challenging vocabulary.

Further, ELL students will be given increased opportunities to write in response to nonfiction information as well as skills in making text-based claims.

Additionally, analysis of the data revealed our ELLs need more exposure to academic vocabulary. Speaking scores on this year's NYSESLAT slightly decreased because students were expected to use more academic vocabulary in the speaking tasks. The ESL teacher and all content teachers, in accordance with the CCLS instructional shifts, will increase our students exposure to and use of academic vocabulary in speaking, listening, and writing tasks in the classroom.

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?

The only program model offered at PS/IS 284 for English language learners is a freestanding ESL program. Only Spanish speaking students are assessed with the Spanish LAB when they are newly enrolled. After that assessment, the school does not give any assessments to students in their native language. However, newly enrolled students on our campus generally have low levels of literacy (writing and reading) in their home languages.

In analyzing the most recent state exams in ELA and Math for grades 3-8, our ELLs generally performed at the same levels as native

English speakers in our school. Most of the native English speakers scored at levels 1 or 2 in both subjects. Few native English speakers scored at levels 3 or 4 on the state exams given in Spring 2013. Additionally, none of the ELLs performed at levels 3 or 4 on the exams.

The Periodic Assessment for ELLs was given in the fall of 2012 and then again in the spring of 2013. The results of the assessments revealed that our ELLs made significant progress in both reading and writing across the grades. However, the Periodic Assessment was not aligned to the 2013 NYSESLAT. Making a comparison between the two assessments does not provide a wealth of data that can be used to make instructional decisions. The Periodic Assessments given in the 2012-2013 school year were not as rigorous as the Spring 2013 NYSESLAT. Therefore, school leadership has decided to rely on data from the NYSESLAT for a more accurate picture as to the progress ELLs are making in regards to the newly adopted CCLS.

In regards to proficiency levels, our beginning and intermediate ELLs across the grade levels are making progressing to the next level of proficiency and gaining points on the NYSESLAT at about the same rate. However, students at the advanced level are not making the progress needed to move to the next level. The amount of growth these students made on the 2013 NYSESLAT was significantly lower than student at the beginning and intermediate levels. The school leadership, ESL teacher, and classroom teachers are working on instructional plans to help these students move to the proficient level on the NYSESLAT.

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](#).)

Classroom teachers generally confer with the ESL teacher regarding ELLs they feel may need additional academic support within the Response to Intervention (RtI) framework. The classroom teachers and ESL teacher work together to devise a plan to help support students and bridge the gaps they have in regards to the mainstream curriculum. The ESL teacher will do additional testing to pinpoint the specific deficits a students has, offer suggestions to the classroom teachers on how to address the ELLs deficits, and also works to address those deficits when he pulls the students out for ESL services. The ESL teacher and classroom teachers also assesses ELLs regularly to determine their progress in closing the gap between their current performance level and grade-level readiness. For example, all students in the school are given the Fountas and Pinnell assessment to determine their reading level. However, ELLs who are newcomers or who cannot test with the Fountas and Pinnell are then given a phonics screener by the ESL teacher to determine their proficiency in phonemic awareness and reading readiness in English. Once the data is collected, the ESL teacher and classroom teachers then devise an intervention plan as well as a progress monitoring schedule to measure how well the ELLs who need additional supports are progressing.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- Our teachers are not only aware of ELLs in their classroom, but also their proficiency levels in the modalities of listening, speaking, reading, and writing. This information is considered when planning lessons and grouping students in class. Differentiation is provided to address the language needs of all ELLs and instructional supports and ESL techniques are utilized to provide scaffolding and entry points into lessons in the classrooms. Additionally, all classroom teachers are provided with information on the stages of second language development and t
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The ESL teacher and school leadership analyze and discuss data from the NYSESLAT annually once the scores become available. From the data, we look for trends, possible problem areas, and modalities that our students are the strongest in. The ESL teacher then looks closely at the instructional practices and materials used in the previous year and reflects on their efficacy. After the reflection, decisions are made by the ESL teacher and school leadership on which programs and instructional practices might work best to meet the needs of our students. Also, the ESL teacher and school leadership devise a list of students who need the most support and target those students for the extended day program as well as the Title III after-school program. The ESL teacher also makes decisions on the instructional focuses for the school year.

The Title III after-school program is evaluated by comparing the growth of the students who participated in the service to those who did not. One key finding from the 2012-2013 school year was that students who regularly attended the Title III program had higher growth rates on the 2013 NYSESLAT than students who did not stay.

Additionally, the Title III AMAO Estimation Tool is used by the ESL teacher to determine if our school met AYP for ELLs. The results are shared with school leadership. Additionally, the ESL teacher uses the data from the AMAO Estimation Tool to evaluate instructional practices and program models from the previous year and makes adjustments to better meet the needs of our ELLs at PS/IS 284.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) At PS/IS 284, every student is administered the Home Language Identification Survey (HLIS). Either the ESL teacher or Spanish teacher administers the HLIS. Also, the guidance counselor will translate the HLIS if the native language of the parents enrolling the students is Spanish. If students are determined to have a home language other than English, then he or she is administered the LAB-r within 10 days of enrollment by the certified ESL teacher. The ESL teacher is trained in administering and scoring the test. The LAB-r is immediately scored on site to determine if the student is English proficient. If the tested student scores proficient on the LAB-r, parents are notified in writing that their child is not eligible for one of the three program options for English language learners and the ELPC screen is immediately in ATS. If the LAB-r results reveal that the student is not proficient in English, then he or she is given the Spanish LAB if his/her home language is Spanish.
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. All parents of students who do not score in the English proficient range are contacted and invited to a parent orientation by the ESL teacher to inform them of the determination that their child is an English language learner. Parents are notified in writing in their home language and Spanish-speaking parents receive a phone call from the guidance counselor to inform them of the meeting as well. The parents are notified immediately after testing determines their child is an ELL, usually within 1-2 school days. The orientation is always scheduled to give parents at least 3-4 school days to make arrangements to attend. At orientation, parents are shown the video of the three program choices available to English language learners in the NYCDOE in their home language and then are able to ask questions. The guidance counselor serves as a translator at the meeting for our Spanish-speaking parents. The parents then complete the Parent Survey and Program Selection form at the meeting and the ESL teacher and guidance counselor are available to answer any questions they might have about the forms. Parents will usually inquire about the program offerings at PS/IS 284. They are informed that our school only has a freestanding ESL program and are given information about how that works. Additionally, they are also informed that they have a choice in the other two program offerings for ELLs and we would assist in finding them a school that has their first preference. A majority of the time, parents will choose the freestanding ESL program offered at our school because of the proximity of our school to their residences.  
  
Parents who are unable to attend the first scheduled meeting are given the option to reschedule the meeting or meet with the ESL teacher and guidance counselor in an individual meeting to ensure they are informed of the three program choices.
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 [\[see tool kit\]](#).)  
After a student at PS/IS 284 is determined to be an English language learner, then the parents of that student are sent the Entitlement Letters in their home language. The Entitlement Letter also contains the date for the parent orientation. The letter

instructs the parents to contact the ESL teacher if they are unable to attend the meeting at the scheduled date and time. Additionally, parents are also notified by phone to remind them of the meeting. At the parent orientation meeting, the parents complete the Parent Survey and Program Selection form. The forms are immediately collected after the meeting from the parents before they leave. If parents do not attend the meeting, they are contacted to schedule an individual meeting to discuss the program choices and to complete the Parent Survey and Program Selection forms. All forms are collected and stored by the ESL teacher in the ESL compliance binder located in room 106.

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.

At the parent orientation meetings, parents are shown the video and are given the opportunity to discuss the the program options. The ESL teacher and a translator, usually the guidance counselor, inform the parents that our school only has a freestanding ESL program and would become a part of the program here. However, they are also informed that if they would prefer one of the other two program options, we would assist them in finding a school that offered the Traditional Bilingual Education of Dual Language program model.

If parents choose ESL as their first choice, students are placed in the program at PS/IS 284 and begin receiving services immediately. If a parent chooses another program as their first choice, the parents are contacted by a staff member who speaks their native language within five school days of the school's receipt of their Parent Survey and Program Selection form. They are given information of the closest schools to their address that have the program of their first choice. However, they are informed that their child will still be placed in the ESL program at PS/IS 284 while they are enrolled at our school.

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.

At PS/IS 284, the NYSESLAT is administered over a 30 day period. The ESL teacher begins receiving testing material in the spring, takes inventory, and stores the material in a locked and secure location until testing begins. The ESL teacher and testing coordinator at our school attend training on administering the NYSESLAT in the spring and then train all pedagogues who will administer the test. The ESL teacher then prints the RELC report from ATS to ensure all students who are eligible to be tested are included in that report and also have a preprinted answer document for all sections. Blank answer documents are carefully bubbled for all students without a precoded document.

Parents are notified a week prior to the testing window and given information on the test in their native language. They are also encouraged to ensure their students maintain regular attendance during the testing window.

The speaking section of the test is administered first. All students are tested by the Spanish teacher or another pedagogue and their performance of the task is immediately scored by the test administrator.

Once the speaking section is administered to all students, the listening, reading, and writing sections are administered in small groups by the ESL teacher. The students are tested in a quiet and comfortable testing environment with minimum interruptions. Once all sections of the test are administered, the test and answer documents are locked in a secure location. Pedagogues who are not the ESL teacher or ELA teacher of the students tested are then selected to score the writing portion. Before scoring, they are provided with training from the ESL teacher and testing coordinator on how to score the writing. The scoring guides and rubrics are reviewed and discussed during the training. The ESL teacher and testing coordinator also ensure that no more than 50 percent of one child's writing assessment is scored by an individual scorer.

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. 

For the past few years at PS/IS 284, a majority of the parents select the freestanding ESL program after viewing the video and given the opportunity to ask questions about each program. Most recently in the fall of 2013, 7 parents have selected the freestanding ESL program as their first choice and 1 selected dual language as their first choice. Parents do ask questions about the other program offerings in our meetings. We do let parents know that our school only offers the freestanding ESL program and that if they desire another option for their children, we would assist in helping them find a school that offers their primary choice. Most parents choose the freestanding ESL program. This could be due to the proximity of our school to their residence.

## **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])?

Our school utilizes a pull-out model to meet the service mandates for our ELLs. Students are serviced in grade bands using a blocked, ungraded, and heterogeneous program model. Students of all proficiencies are served in grades K-2 together, grades 3-4 are served together, and grades 5,6,7, and 8 are served separately. Due to the fact that 67 ELLs are only served by one teacher at our school, this was the only programming model to implement that ensured our students received the minimum program requirements.

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)?

Our school only offers a freestanding ESL program. One ESL teacher serves them. Beginning and Intermediate students receive 360 minutes of ESL instruction per week during their ELA instructional block from the ESL teacher. Advanced students receive 180 minutes of ESL instruction per week from the ESL teacher and 180 minutes of instruction per week from their ELA teacher. We utilize a blocked, ungraded, and heterogeneous program model to ensure our students receive their minimum program requirements. Additionally, ELLs who have received services for one year or less receive an additional 100 minutes of instruction per week during extended day sessions with the ESL teacher. Paste response to questions here:

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.

Our school only offers a freestanding ESL program. In the ESL program, the ESL teacher pulls students for services by grade level a majority of the time. The teacher plans lessons aligned to the NYSED ESL standard as well as the CCLS for the grade level in the areas of listening, speaking, reading, and writing. The ESL teacher employs best practices and research-based methods in instructing ELLs. Additionally, newcomers receive an additional 100 minutes of instruction per week in the small group extended day program on Tuesdays and Wednesdays.

In math, teachers use Spanish language texts for students in grades 1-5 to provide native language supports for students. In science, social studies, and math, content teachers have access to the NYSED bilingual glossaries to use when planning their lessons and to provide native language support to students in grades 3-8.

Additionally, the ESL teacher regularly confers with content teachers and pushes into the classrooms once per week to provide instructional strategies and techniques to teachers to use in providing their ELLs entry points into the lesson. Some of the strategies include pairing ELLs with limited language skills with a bilingual student with proficiency in English, the use of realia, total physical response, the use of pictures when introducing new vocabulary, the use of graphic organizers, cognates, and sentence stems and scaffolds.

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

Since we only offer a freestanding ESL program, there are no assessments given to students to monitor their progress in their home language. te response to question here:

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

For speaking, the ESL teacher keeps anecdotal notes and conducts formal assessments on each student 3 times to per to measure English acquisition. Additionally, the students are formally assessed with the Periodic Assessment for ELLs twice per year.

For listening, the ESL teacher formally and informally assesses students regularly with listening tasks in English. The ESL teacher will play an audio clip or show a video in which students are encouraged to take notes in a manner that best meets their learning needs. Then students are required to answer a series of questions based on the information presented. Students are encouraged to use their notes.

For reading and writing, ELLs are assessed twice per year with the Periodic Assessment for ELLs. Additionally, running records are kept on students who are reading significantly below grade level using the Fountas and Pinnell assessment kit. Also, each ESL student who is able to present written text in English must complete a writing piece at the end of each unit of study taught by the ESL teacher.

All ESL students are assessed annually with the NYSESLAT in the spring.

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).

Students with Interrupted Formal Education (SIFE) are identified upon enrollment in our school and are closely monitored to determine where their deficits lie and what their academic and social needs are. An instructional plan is developed based on what the specific needs of the SIFE student are. Additionally, SIFE students participate in the freestanding ESL program at our school and also participate in the Title III after-school program. As the need arises, outside CBOs are contacted to support SIFEs both socially and academically.

Newcomers receive an additional 100 minutes of instruction per week and also participate in the Title III after-school program. Our school is in the process of ordering the English Now curriculum. The ESL teacher will use this program to meet the English acquisition needs of newcomer ELLs.

The ESL teacher supports ELLs receiving 4-6 years of service during the instructional day. The targeted instructional focus depends on the proficiency level of the specific student(s). For instance, if a student scored proficient in listening and speaking on the previous year's NYSESLAT but advanced or lower on the reading and writing modalities, the ESL teacher devises lessons that are primarily aimed to build the reading and writing skills of the student(s). The same approach is used for ELLs receiving more than 6 years of service. The ESL teacher closely analyzes the historic testing performance of long-term ELLs to identify trends and modalities in which the students score the lowest. Additionally, the ESL teacher verifies which students have an identified learning disability. If they do, the ESL teacher analyzes the qualitative and quantitative data in the IEP and employs the instructional recommendations in instructing students with disabilities.

Former ELLs receive additional time on state assessments as allowed by the NYSED for two years after scoring proficient on the NYSESLAT. Additionally, the ESL teacher provides support to former ELLs during the weekly push-in periods to the classrooms. Former ELLs are not pulled from their content classes to receive ESL services.

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?

At PS/IS 284, the K-5 teachers use Go Math for mathematics instruction and Ready Gen for ELA instruction. The 6-8 teachers use Scholastic Code X for ELA instruction and Connected Mathematics Project 3 for mathematics instruction. All curriculum used contain interventions for both students with disabilities and ELLs. Teachers use the interventions and instructional strategies provided in the curriculum coupled with recommendations from the IEP to meet the needs of ELLs with disabilities. All teachers in the school differentiate classroom tasks to meet the needs of ELLs with disabilities as well and incorporate UDL principles in lesson delivery to meet the learning needs of all students.

Additionally, some ELLs with disabilities receive SETTTS support. In this setting, they receive more individualized attention from the SETTTS provider in a small group setting. ELLs with disabilities also participate in the freestanding ESL program at PS/IS 284. During pull-out sessions, their individual language acquisition needs are addressed by the ESL teacher.

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?

ELLs with disabilities at PS/IS 284 are placed into three instructional program designs determined by the IEP team: ICT settings,

12:1 or 12:1:1, or general education with SETTS services. ELLs with disabilities, depending on proficiency level, are serviced at the same time through the freestanding ESL program as the other ELLs in their grade band through pull-out services. Also, the ESL teacher spends 1 extra period per week pushing into 12:1 or 12:1:1 settings to provide in class support. :

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

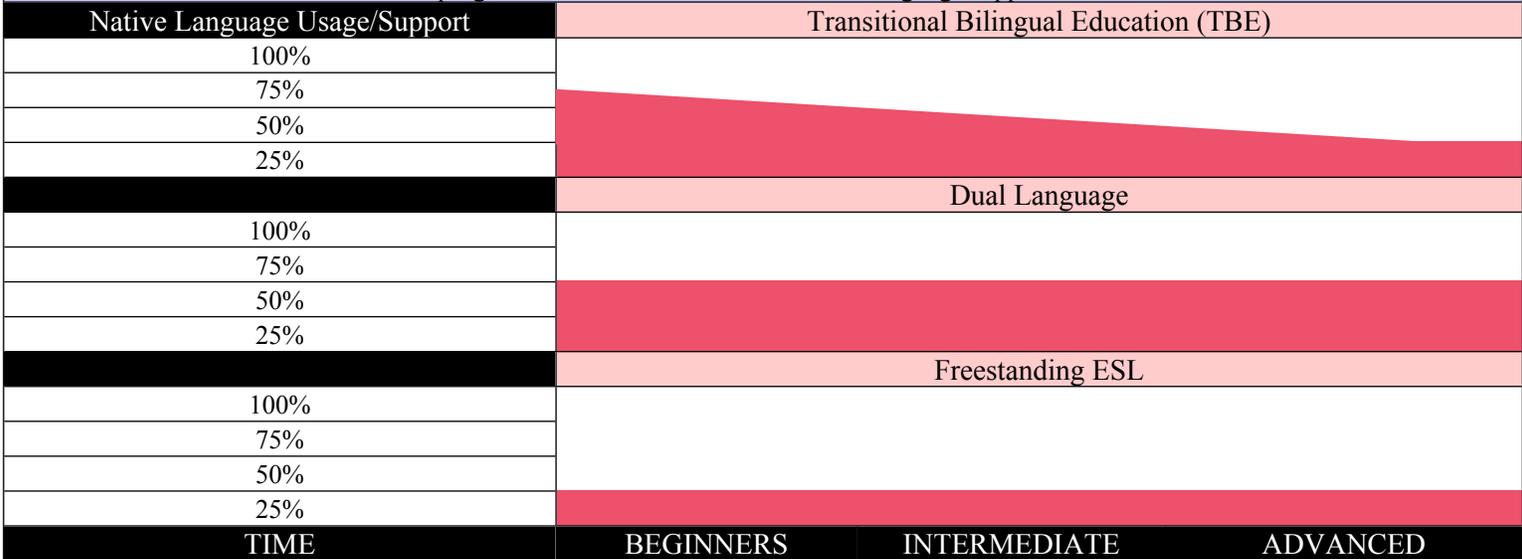
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

In all content areas, differentiation occurs within the classroom to meet the needs of ELLs depending on proficiency level. Teachers use heterogeneous and homogenous groupings within their classrooms to meet the needs of ELLs at all proficiency levels. When students are grouped by ability level, the teachers target ELLs with less English proficiency, differentiate their assignment or task, and provide them with the supports to enable them to meet the cognitive demands and complete the task. Additionally, sometimes teachers will use mixed-ability groups. The purpose of these groupings is to provide ELLs with exposure to more fluent and proficient speakers of English. In this arrangement, ELLs have a model for both spoken and written conventional English, have the opportunity to engage with more proficient speakers of English, and have the opportunity to hear and use more advanced vocabulary and sentence constructions in English.

Newcomers receive an additional 100 minutes of instruction after school each week in our extended day program. Students who are newly admitted and have no to extremely low proficiencies in spoken English are targeted to participate in this program in English. The aim of the extended day program is to build the basic interpersonal communicative skills in newcomers.

Additionally, the school offers an after-school Title III ESL program for intermediate students. The students receive an additional 2 hours per week in English in reading and writing. The aim of the Title III ESL program is to build the cognitive academic language proficiency of intermediate ELLs.

Additionally, the ESL teacher uses the English Now Upper Elementary and Middle School Intervention program to address the needs of beginners and intermediates who have severe difficulties with reading and writing and English and low levels of literacy in their home language. The intervention takes place during the periods in which the targeted students are slated to receive ESL services from the ESL teacher.

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

Many of the instructional programs and practices are fairly new. The current ESL teacher joined the staff of PS/IS 284 in the fall of 2012. Also, the number of students served in ESL has also doubled, making it difficult to make an accurate comparison and evaluation of the programs in place at the school before.

This is the first year English Now will be instituted as a program to serve the needs of ESL students in our school. The performance of our ELLs will be tracked once the program is fully implemented.

Additionally, the Title III after-school program and extended day program for our ELLs have produced desired effects. Anecdotally, ELLs who participated in the extended day program are using spoken English more regularly in their classroom settings and made gains in their ability to listen to and understand content in English. ELLs who participated in the Title III after-school program, as a whole, made greater gains on the NYSESLAT than students who did not attend the after-school program.

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

The school leadership decided to invest in English Now for the upcoming school year to meet the needs of our newcomer ESL students. If sufficient technology and funding become available, we are looking into purchasing Achieve Language, a computer-based program, for our ELLs as well.

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

The schools in not discontinuing any programs for ELLs from the previous year, but looking to expand our program offerings to better meet the needs of our growing ELL population.

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

ESL students are encouraged to take advantage of the many after-school and extracurricular offerings at PS/IS 284. Many of our ELLs participate in BELL, the Gents club, OASIS, Title III after-school supplemental instruction, and Saturday Success Academies. In all programs in our schools, ELLs are assigned to a bilingual facilitator or placed in groups where there are

bilingual students that can translate for the participant learning English.

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

All ESL students have access to bilingual Spanish/English dictionaries. In math, science, and social studies, they also have access to bilingual glossaries. In the ESL classroom, they have access to computers where they can translate into their home language using Google translate if needed. Additionally, ELLs with disabilities have access to iPads in their classrooms where they can use applications designed to support their English language acquisition and access to the general curriculum.

PS/IS 284 also provides Spanish math texts to ESL students who are literate in their home language. Additionally, students have access and can borrow Spanish language reading materials from the ESL classroom.

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

PS/IS 284 only has a freestanding ESL program. All ESL students have access to bilingual Spanish/English dictionaries. In math, science, and social studies, they also have access to bilingual glossaries. In the ESL classroom, they have access to computers where they can translate into their home language using Google translate if needed. Additionally, ELLs with disabilities have access to iPads in their classrooms where they can use applications designed to support their English language acquisition and access to the general curriculum. Additionally, the classroom teachers who do not speak the home language of the ELL will partner the student up with bilingual students who can translate and offer assistance and support to students with less English proficiency. Also, the ESL teacher and content teachers employ cognates (Spanish to English) in lesson delivery to support ELLs.

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

Paste response to question here:

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.

PS/IS 284 currently does not have any programs that support newly enrolled ELLs before the beginning of the school year. Students do not usually enroll far enough in advance for this to become feasible.

However, the ESL teacher or a Spanish-speaking staff member gives new ELLs who enroll throughout the school year a tour of the school if they have no English proficiency and introduced the students and parents to members of our school community such as the nurse, school secretaries, guidance counselor, etc. Also, the guidance counselor speaks Spanish and will welcome the parents and students and provides information about our school, answers questions parents might have, and informs parents of after-school offerings available for their students. He also regularly checks in with students to monitor their adjustment to the new setting. There is also an ESL club designed for newcomers that meets once a week after school led by Spanish-speaking staff members where students are able to discuss their concerns and experiences with moving to a new location, learning a new language, and explore their own culture as well as the cultures of other ESL newcomers.

18. What language electives are offered to ELLs?

The school currently only offers Spanish to students in grades 5-6. Spanish is the home language of the majority of our ELL population.

19. For schools with dual language programs:

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

Paste response to questions here:

### **C. Professional Development and Support for School Staff**

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

All staff members receive ongoing professional development regarding instruction for ELLs throughout the school year. The ESL teacher regularly attends common planning meetings across the grade levels on Thursdays from 2:40-3:30 and discusses issues and strategies with teachers regarding their ELL population. Additionally, in the past the school has hired an ESL consultant from SIFE to provide in-house professional development for staff. Also, during monthly staff meetings, grade level meetings, and vertical team meetings, teachers receive ongoing professional development on differentiation strategies to use for their ESL students.

The ESL teacher also receives more than the minimum 7.5 hours of professional development annually through workshops offered through the NYC DOE Office of English Language Learners.

here:

### **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?

At PS/IS 284, we strive to meet the needs of all members of our school community and are making every effort to include families in our school-wide activities with different home language. A majority of our parents who speak a language other than English at home speak Spanish. All notices and fliers for school-wide events are translated into Spanish.

During the enrollment process, parents receive a questionnaire in which they select what language they wish to receive communication from the school. Also, during enrollment parents are introduced to at least 1-2 Spanish-speaking staff members they can communicate with regarding school-related issues. Further, parents participate in an annual survey to measure their thoughts about the school. Needs of parents are usually ascertained from the survey results and the school leadership and staff uses this data to make the necessary changes to satisfy the needs of parents in our community.

When we have parent meetings of any kind, the school ensures that either a bilingual staff member is present or a bilingual parent is present to translate the information into Spanish for our Spanish-speaking parents. Additionally, the school holds an annual Hispanic Heritage Month assembly and Hispanic Food Potluck to welcome and recognize our parents of Hispanic heritage in our school community.

Currently, the ESL teacher is working to locate Community Based Organizations willing to support our school's growing Spanish-speaking population.

:

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: PS/IS 284**

**School DBN: 23K284**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Keva-Pitts Girard	Principal		10/1/13
Keshia Ferguson	Assistant Principal		10/1/13
Janie Sanders	Parent Coordinator		10/1/13
Chadwick Caraway	ESL Teacher		10/1/13
	Parent		1/1/01
Nanette Fantauzzi/ Kinder	Teacher/Subject Area		10/1/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Felix Polanco	Guidance Counselor		10/1/13
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 23K284 School Name: PS/IS 284

Cluster: 05 Network: CFN535

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

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

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

At enrollment, all parents complete a language preference form for written and oral communication from the school. The preferences are recorded in ATS and on the school emergency cards. This data is then aggregated. Any communication sent home school-wide is sent in both English and the home language of the parents. In-house staff members are available to translate the letters into Spanish, which is the language other than English that a majority of our parents speak. Also, teachers and staff members are aware of bilingual English/Spanish staff members who are available to provide oral and written translation to parents.

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

The major findings of the surveys given to parents reveal that a majority of our parents who are not fluent in English speak Spanish as their home language (95%). The data is shared to the school cabinet members and leadership and an appropriate plan is devised to inform staff members and teachers of in-house and city-wide resources and staff members who can be called upon for written and oral translation and interpretation services.

## Part B: Strategies and Activities

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

Since 95% of our non-English speaking families communicate in Spanish, we have a number of in-house staff capable of translating written communication to parents. The other low incident languages at our school are Haitian Creole, Mandingo, and Bengali: all of these families noted on their language preference forms they preferred written communication in English from the school.

Staff members writing letters use Google translate or other on-line translating services to translate drafts from English to Spanish. A Spanish-speaking in-house staff member will proofread the document before documents are sent out. These procedures take no longer than 24 hours.

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.

Since 95% of our non-English speaking families communicate in Spanish, we have a number of in-house staff capable of translating and interpreting oral communication to parents. The other low incident languages at our school are Haitian Creole, Mandingo, and Bengali: all of these families noted on their language preference forms they preferred oral communication in English from the school. These families are able to orally communicate in English as well.

We have a sufficient number of in-house staff members with the capability of providing oral interpretation and translation between our Spanish-speaking parents and staff members. If families need to be contacted, a staff member will ask one of our bilingual English/Spanish staff members to interpret. The guidance counselor usually provides this service. Additionally, parents who come to the main office who are Spanish-speaking only are usually served by the guidance counselor or either one of the school safety officers.

All meetings with parents are translated by either a bilingual English/Spanish staff member or a bilingual parent volunteer.

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>.

All parents who indicate a preference for school communication in a language other than English are sent home a copy of the Parents' Bill of Rights and Responsibilities in their preferred language. Additionally, a copy of the Parents' Bill of Rights and Responsibilities is posted on the parent information board located near the parent room in the all of the languages served in our school.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Lew Wallace School	DBN: 23K284
Cluster Leader: Chris Groll	Network Leader: Roxan Marks
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for the direct instruction supplemental program is to support ESL students who are at risk in the area of English Language Arts and mathematics. We will target ELLs who scored at the beginning or intermediate range on the Spring 2012 NYSESLAT, the fall 2012 English LAB-R, or who are not making adequate progress as determined by ELA/Math data. This will be determined by reviewing students' ongoing mathematics assessment data. We will assess students' gains from the 2013 NYSESLAT.

Most ESL students did not make one year or more progress on the most recent New York State Assessment. Therefore, ESL students in grades 3-8 will be targeted for after-school support with one ESL and two common branch teachers. They will also receive services during a Saturday school program for 3 weeks with one ESL teacher and one content area teacher. The ESL teacher will be present on all days with each of the groups being served. Direct instruction will take place through the use of instructional strategies such as DOK (Depth of Knowledge) and UDL (Universal Design for Learning). Through the use of these strategies, students will receive instruction in English and support in their native language which meets their academic needs and support critical thinking acuity. The focus will be on improving reading comprehension skills, fluency, remedial math computation skills (addition, subtraction, multiplication, and division), and math problem solving skills. Last, the Daybook for Critical Learning, Moving Into English, the Nonfiction Reading Series, and guided reading libraries will be used to support direct instruction and the language development of students served. Additionally, technology will be implemented and targeted ELLs will use the following software: Achieve 3000, Vmath Live, and the Reading Smart/Reading Mate program.

English language development support will be provided by an ESL certified teacher in the following ways. The ESL teacher will use a variety of graphic organizers, paraphrasing of materials, think-alouds, manipulatives, visuals, imagery, and word walls to support the English language development of the ELLs in the supplemental instruction program. Further, the ESL teacher will identify troublesome academic vocabulary words through the use of bilingual dictionaries and allowing students to create their own analogies to aid them in remembering the word(s). Text will be broken down and paraphrased by the ESL teacher to ensure comprehension. Also, students will be given multiple opportunities to engage in turn and talk, think-pair-share, small group, and whole group discussions in order to build their oral language skills in English. Also, the ESL teacher and the content teacher will use Integrated Language Teaching techniques to support the English language development of the ELLs.

The after-school component of the supplemental instructional program will begin on January 15, 2013 and end on May 6, 2013. Students in grades 3-5 will be served once per week and will receive 13 sessions of supplemental instruction that will last two hours each. Students in grades 6-8 will be served once per week and will receive 12 sessions of supplemental instruction that will last two hours each. Students in grades 3-5 will receive the supplemental instruction on Tuesdays from 3:30 PM - 5:30 PM and students in grades 6-8 will receive the supplemental instruction on Thursdays from 3:00 PM - 5:00 PM. Additionally, students in grades 3-8 will receive three hours of supplemental instruction on 3

### Part B: Direct Instruction Supplemental Program Information

Saturdays in May from 8:30 AM - 11:30 AM.

### Part C: Professional Development

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

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

Begin description here:

The ESL teacher will receive professional development to support pedagogic growth and understanding of the Common Core Standards, it's alignment to instruction, and how instruction can be shaped for ESL students. The ESL teacher will also engage in intervisitations to schools throughout New York City in which successful ESL programs/intervention/support are taking place. Professional Development will be ongoing throughout the school year from September through June. It will be job embedded or take place after-school. The ESL teacher will also have access to online professional development 24/7 through PD 360. School Administrators will suggest videos as needed or aligned to the schools focus. Professional Development will also be provided by CITE and in-house staff. Topics such as : Understanding the Common Core Standards, Aligning ESL Instruction to Curriculum Maps, Using Manipulatives to Drive Instruction, Effective Questioning, and Assessment. Professional development will be ongoing through the school year. In addition to the ESL teacher receiving training, other teachers who service ESL students will receive direct support through the aforementioned consultant services.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parent Engagement is critical to the success of students and the general school community. Parents will be invited to participate in minimum of 10 workshops from October through June. The events and workshops will support the academic and social progress of their children. Workshops and events will be hosted by the Parent Coordinator, Parent Association, 21st Century Partnership, BENI, and other providers as needed. Parents will receive notification through School Messenger, Fliers, and the school website. Topics to be covered will consist of : Adapting to a English Language Environment, How to Support Students Transitioning to English, Understanding the Importance of Assessment/How to Use the Parent Aris Link, and other cultural workshops. Parents will be provided information from meetings in their home language. All communication (i.e. letters, fliers, phone messenger, school website) about school events and parent meetings will also be provided in the

**Part D: Parental Engagement Activities**

parent's home language. Additionally, a bilingual staff member will be made available at all parent meetings to translate and ensure non-English speaking parents have full access to the meetings.

**Part E: Budget**

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

Allocation Amount: \$

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