



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** GEORGE E. WIBECAN PREPARATORY ACADEMY

**DBN (i.e. 01M001):** 16K309

**Principal:** NICOLE PERRY

**Principal Email:** NPERRY@SCHOOLS.NYC.GOV

**Superintendent:** EVELYN SANTIAGO

**Network Leader:** DANIELLE GIUNTA

### 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
Nicole Perry	*Principal or Designee	
Sandra Cauthen	*UFT Chapter Leader or Designee	
Georgette Lee	*PA/PTA President or Designated Co-President	
Robert Oquendo	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	
Quine Jackson	Member/ Parent	
Tanitra Moffett	Member/ Parent	
Jamie Rivas	Member/ Parent	
Lenox Small	Member/ Teacher	
Tamika Coleman	Member/ Teacher	
Yecenia Oquendo	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
- 1. 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>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
<b>x</b>	1. A major recommendation with HEDI rating
<b>x</b>	2. Statement Of Practice (SOP) selected aligned to the goal
<b>x</b>	3. A goal aligned to the major recommendation
<b>x</b>	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
<b>x</b>	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 16K309

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	288	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	48	# SETSS	N/A	# Integrated Collaborative Teaching	40
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	76.4%	% Attendance Rate			91.7%
% Free Lunch	85.7%	% Reduced Lunch			1.8%
% Limited English Proficient	6.7%	% Students with Disabilities			20.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.2%	% Black or African American			69.5%
% Hispanic or Latino	25.6%	% Asian or Native Hawaiian/Pacific Islander			3.0%
% White	0.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.26	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			10.8%
% Teaching with Fewer Than 3 Years of Experience	10.8%	Average Teacher Absences			6.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.6%	Mathematics Performance at levels 3 & 4			12.1%
Science Performance at levels 3 & 4 (4th Grade)	77.6%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

#### Accountability Status – Elementary and Middle Schools

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

#### Accountability Status – High Schools

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

## SCEP Overview

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

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

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

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
<ul style="list-style-type: none"> <li>• By June 2013, 100% of teachers received monthly feedback from administration using Danielson's Framework as a guide and a tool to measure advancement towards high quality instruction and success in reaching all students in grades Kindergarten through five resulting in more frequent observations throughout the school year;</li> <li>• By June 2013, all K-5 teachers were provided with professional development (on and off-site) based on their units of study which will include collaborative unit and lesson planning, explicit teaching points that were data-driven, common core learning standards based, and reflected grade specific curricular calendars; resulting in the inclusion of teaching points that were aligned to common core learning standards and supported all students, including ELLs and SWDs as measured by the use of newly learned strategies in student products as evidenced by signatures on attendance sheets;</li> <li>• By June 2013, 100% of classroom teachers in grades K-5 teacher teams, including co-teacher teams, met once per week to analyze student work and periodic assessment data to drive instruction. Teacher teams identified specific strengths and needs and aligned instructional strategies as evidenced by their unit and lesson plans, resulting in improved student achievement and progress in reading for all students including SWDs and ELLs students as measured by running record assessments.</li> </ul>			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
According to the 2012-13 Quality Report, our school need improvement in the following areas:			
Instructional Core: designing engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards; developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, using a common teaching framework and is aligned to curricula, engaging and meeting the needs of all learners so that all students produce meaningful work products; aligning assessments to curricula, using on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels.			
School Culture: establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.			
Systems for Improvement : Making strategic organizational decisions to support the school's instructional goals and meeting students' learning needs as evidenced by meaningful student work products; establishing a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community; use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers; engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning; Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
The design of the SCEP was unfamiliar to the SLT and difficult to understand. There was no indication in the SCEP template that the TAP plan was to be included.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
Since all goals were met in the 12-13 SCEP, the plan was 100% successful.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	x	<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	<b>Yes</b>	<b>No</b>

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

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
Due to low enrollment, our budget will not support extensive academic support plans such as Afterschool services four to five days per week, Before school services four to five days per week, F Status teacher push-in support three days per week, per			

session funds for extensive curriculum development planning using resources learned during professional development, and extensive parent outreach efforts.

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

(1) Student proficiency in ELA for all students was 3.6% which was 9.2% lower than our peer average and 22.8% lower than City average. Therefore, our academic achievement targets for (2) Student proficiency in Mathematics for all students was 12.1% which was 2.1% lower than our peer group and 17.5% lower than the City average.

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

Communication with staff will take place during our Faculty Conference in November.

Communication with the community, including a second delivery to staff, will take place during a School Quality Conversation in December.

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

16K309's theory of action: Using questioning and discussion techniques (DF 3B) to develop consistency in instructional tasks that promote thinking and learning at high levels and address the instructional needs of all students. (QR 1.2); Engaging students in learning (DF 3C) by using assessment analysis in all content areas to measure student progress toward goals and adjust instruction to meet the needs of all students. (QR 2.2); Increasing Productive struggle through a curriculum that is aligned to the CCLS in order to promote rigorous instruction and academic achievement for all students. (QR 1.1)

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

(1) Teachers will meet during common planning preps to design curricula based on Common Core materials to meet CC Shifts: CCLS Exemplary Texts from CCLS Appendices (2) Teacher Teams will meet with the literacy coach for guidance incorporating Common Core Shifts into the curriculum using a bi-weekly schedule. Minutes are submitted to administration. (3) Teachers attend professional development provided by TC, the CFN 207, the DOE and administrators around designing rigorous and engaging curriculum. New learning is shared by teachers at faculty conferences. (4) Foundations, phonics based program, for K-2 classrooms that we began using this year, is used to strengthen foundational skills for reading. (5) Teachers utilize the Common Core Library, EngageNY, and AchieveTheCore to gather rigorous instructional materials. Materials are shared grade wide to ensure coherence.

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

We are focusing on improving teacher practice in the instructional core.

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

All 12-13 SCEP goals were met.

New Principal and Assistant Principal are graduates of the NYCLA and have been provided with a coaching support from a former superintendent who now works for NYCLA.

A new CFN has been contracted to provide support to 16K309 during the 2013-14 school year.

Administrators are certified evaluators under requirements of the DOE for the new teacher evaluation system.

All teachers have received at least 6 hours of professional development focused on using Danielson's Framework.

## 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).

**SQR** – "School leadership should create a systematic method for conducting both formal and informal observations. This system should provide additional opportunities to observe teachers who are new or developing and provide these teachers with specific feedback and actionable next steps for improvement. School leadership should work with the network to develop a system for ongoing teacher observations that includes an assessment of teacher classroom management skills; standards based lesson planning and grouping, and differentiated instruction."

<b>Review Type:</b>	SQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	N/A
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### **Tenet 2: School Leadership Practices and Decisions**

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

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

### **Annual Goal #1**

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

By June 2014, 100% of teachers will possess a normed understanding of competencies 1e, 3b, 3c and 3d from Charlotte Danielson's Framework for Teaching included in the new teacher evaluation and development system to improve pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques to improve pedagogical delivery including the inclusion of multiple entry points to improve student achievement for all students including those students who require additional supports as well as extensions to the curriculum.

### **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.

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

- All teachers will participate in professional growth practices that shift teaching practices
2. A minimum of three (3) opportunities for teachers to observe practice videos across components 1e, 3b and 3d of the Danielson rubric (SOP 2.5)
3. All teachers will complete three (3) self-reflections of their practice within the specified domains of the Danielson rubric (SOP 2.3)
4. All teachers will write a minimum of three (3) highly effective lessons in accordance with the Danielson rubric (SOP 2.3 & 2.5)
5. All teacher teams will evaluate student and teacher work a minimum of three (3) times using a common protocol for analyzing student work (SOP 2.3)
6. All teachers will modify practice according to feedback received from the frequent cycles of observation (SOP 2.5)

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

1. Principal, assistant principals and all teachers
2. DOE Talent Coach will work with principal and assistant principals on calibrating their understanding of the Danielson rubric
3. Assistant principals and instructional coach will conduct professional development for all teachers for developing effective lessons
4. All teacher teams
5. Assistant principals and all teachers

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

1. By the end of the 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in training videos represents Highly Effective, Effective, Developing or Ineffective practice in components 1e, 3b and 3d
2. Self-assessments will be used after each formal (announced) and informal (unannounced) observation to measure the alignment between the teacher's self-assessment and observed practice
3. Teachers will share their Highly Effective lessons in the school's Shutterfly community
4. The instructional coach will analyze student work and assessment data to evaluate the alignment between improved teacher practice and an increase in student achievement
5. Based on feedback from observed lessons, a minimum of 50% of teachers will increase their HEDI rating by one (1) performance level in the identified components

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

1. Teachers will participate in calibration activities at least three (3) times during the school year from September 2013 to June 2014

2. After each formal and/or informal observation – varies based on observation option chosen by each teacher
  3. At all grade and faculty meetings and during weekly 50-minute professional development sessions
  4. A minimum of three (3) times per year from September 2013 to June 2014
  5. Modifications to lessons will take place within two (2) weeks after the end of each observation cycle
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Morning PD sessions (37.5 minutes)
  2. Common prep periods (50 minutes)
  3. Coaching Periods that correlate with common prep periods (50 minutes)
  4. Common rubrics used school wide
  5. Use of Teachboost to share feedback to teachers

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown 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>PF Positive Behavioral Management Programs</b>	<b>PF RTI</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>	

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

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

NYC QR 1.1 –  
 Further align the school's curriculum to the CCLS in order to promote rigorous instruction and academic achievement for all students. There is little evidence across classrooms that the school has begun to align the curricular scope and sequence in social studies and lessons in several classrooms did not reflect key standards or rigorous instructional activities. In these classrooms, lessons were mostly teacher dominated with few opportunities for peer learning. For example, in one classroom, student engagement consisted mostly of responding to teacher questions that did not require in-depth thinking and offered few opportunities for student-to-student interaction. In another classroom, students were asked to complete a task that minimally corresponded to the lesson presentation. This minimizes thoughtful discussion and analysis, thus hindering academic creativity and progress. In addition, in most classrooms there were few examples of tasks that generated higher order thinking for student sub-groups. This lessens opportunities for a diverse population of students, especially students with disabilities and English language learners, to learn at high levels to maximize academic achievement."

<b>Review Type:</b> NYC QR	<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>X</b>	<b>3.3 Units and lesson plans</b>
<b>X</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.

In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, 100% of teachers and teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards and create opportunities that challenge students to perform at higher levels of learning and integrate learning from a variety of sources so that by June 2014 30% of students increase their independent reading level by 2 years growth as measured by the Teachers College Running Records.

**Instructional Strategies/Activities**

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

must be provided in parts B, C, D, and E.

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

All teachers will participate in professional growth practices that shift teaching practices

- 1 Teacher teams will analyze student Writing On Demand pieces at least 3 times during the year, using a common rubric provided by TCRWP (SOP 4.6).
- 2 Teacher teams will analyze results from at least 2 ELA periodic assessments during the school year using a common rubric (SOP 4.6).
- 3 Teacher teams will adjust instructional practices based on the analysis of student work in at least 4 ELA units to ensure that units included common core aligned reading skills that students have not yet mastered (SOP 4.2).
- 4 Coaches will meet with teacher teams on a biweekly basis to ensure that units of study align with the common core shifts (SOP 3.4).
- 5 Teachers will engage in norming activities to ensure that TCRWP reading assessments are scored using a shared understanding for school wide accuracy (SOP 3.2, 4.3).

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

1. K-5 classroom teacher teams in collaboration with the Literacy Coach and Assistant Principal.
2. 3-5 classroom teacher teams in collaboration with the Literacy Coach and Assistant Principal.
3. K-5 classroom teacher teams in collaboration with the TCWRP staff developer.
4. K-5 classroom teacher teams in collaboration with the Literacy Coach.
5. K-5 classroom teacher teams in collaboration with the Literacy Coach, TCRWP staff developer, and the Assistant Principal.
6. Supervisor Per Session will be used for after school meetings with teachers to align curriculum to CCLS and the instructional shifts
7. Literacy and Math Coaches provide in class support for implementation of Common Core aligned curriculum
8. Teacher Per Session will be used for after school meetings to align curriculum to CCLS and the instructional shifts

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

1. Three times throughout the year, K-5 teachers will analyze the results of Writing On Demand pieces, then adjust lesson plans to improve student performance. Administration will monitor the progress of student subgroups after each administration.
2. Twice throughout the year, 3-5 teachers will analyze the results of ELA Periodic Assessments, then adjust lesson plans to improve student performance. Administration will track the progress of student subgroups after each administration
3. The TCWRP staff developer will meet with each teacher team to analyze student ELA work and adjust plans accordingly during TCRWP staff PD days.
4. The Literacy coach will meet with each teacher team to ensure that units of study align with the common core shifts twice a month.
5. TCRWP progress monitoring Running Records will be administered in November, January, and March to track student growth.

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

1. Writing On Demand pieces will be administered and analyzed in September, January, and May for all K-5 students.
2. ELA Periodic Assessment will be administered and analyzed in November and February.
3. The TCRWP staff developer will meet with each teacher team 10 times during the school year.
4. The Literacy coach will meet with teacher teams bi-weekly.
5. K-5 teacher teams will participate in TCRWP Running Records norming activities in September and once again in May before the final MoSL Assessment window in June.

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

1. TCRWP curriculum and materials.
2. Curriculum Associates Test Ready CCLS Practice Test materials.
3. TCRWP curriculum and materials.
4. TCRWP curriculum and materials, the CCLS, and the CCLS shifts.
5. TCRWP Running Records and accompanying books.
6. Supervisor Per Session – 1 supervisor/36 hours from November 2013 to May 2014
7. Teacher – Regular Grades = 2 part time instructional coaches – 25% of regular salary each
8. Teacher Per Session = 10 teachers/30 per session hours each/300 hours from November 2013 to May 2014

**Budget and Resource Alignment**

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

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

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

	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs			x	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).

NYC QR 1.2 – “Develop consistency in instructional tasks that promote thinking and learning at high levels and address the instructional needs of all students. The use of the workshop model was not consistent throughout the school. In several classrooms, lessons, including lessons in reading and writing, did not include teacher modeling of the objective, teaching point or expected outcome. Additionally, instructional activities were conducted mostly in whole group settings with little time for students to collaborate with their peers and few opportunities for student sub-groups or students performing at various levels to engage in-depth learning activities. This hinders the understanding and skill development needed to ensure academic achievement for all students. Bulletin boards contained few samples of student work and student folders consisted mostly of worksheets that demonstrated insufficient evidence of learning. Teacher comments that indicated next steps for extending the learning were limited to only a few student work samples with teacher remarks written on post-it notes. This lack of rigor and feedback on student work products adversely affects students’ ability to think critically and take ownership of their learning. Further, while there was peer interaction during lesson activities, in depth discussions among the students that generated high levels of thinking was minimal thus, negatively impacting the students’ potential for academic progress and growth.”

<b>Review Type:</b>	NYC QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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#### **Tenet 4: Teacher Practices and Decisions**

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

<b>X</b>	<b>4.2 Instructional practices and strategies</b>	<b>X</b>	<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>X</b>	<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.

By June 2014, teachers will use Bloom’s Taxonomy and Webb’s Depth of Knowledge to plan for an array of questioning techniques to prompt low, mid and higher level cognitive processing for all students and select instructional strategies that match the content and cognitive complexity in the standards and to raise the cognitive complexity of student learning so that at least 15% of students will reach proficiency on the New York State English Language Arts Exam given in April 2014.

#### **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 attend at least 3 PD sessions during 37.5 minute sessions to study Bloom’s Taxonomy (SOP 4.2, 4.4, 3.4).
2. Teacher teams will attend at least 3 PD sessions during 37.5 minute sessions to study Webb’s Depth of Knowledge (SOP 4.2, 4.4, 3.4).
3. Cluster teachers and AIS teachers will work collaboratively to develop questions designed to lift the level of critical thinking for subgroups of students using Webb’s Depth of Knowledge and Bloom’s Taxonomy (SOP 4.2, 4.4, 3.4).
4. Teacher teams will add specific questions from the 4 levels of Webb’s DOK to at least 5 Units of Study for ELA and math (SOP 4.2, 4.3, 3.3).
5. Teacher teams will use data from periodic assessments to identify skills that must be supported by strategic use of questioning to raise cognitive complexity (SOP 4.2, 4.5, 3.5).
6. After school program for targeted Level 1 students with a focus on literacy and math. (SOP 4.2)

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

1. K-5 classroom teachers, clusters teachers and AIS teachers in collaboration with the Assistant Principal and Principal.
2. K-5 classroom teachers, cluster teachers and AIS teachers in collaboration with the Assistant Principal and Principal.
3. Cluster teachers and AIS teachers in collaboration with the Principal.
4. K-5 teacher teams in collaborations with the Literacy and Math Coach and the TCRWP staff developer.
5. 3-5 classroom teachers in collaboration with the Assistant Principal.
6. Classroom teachers who respond to job posting with specific responsibilities and criteria

7. General Supplies – including mini-iPads and test preparation materials – will be used to provide instructional interventions to students
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Administration will observe teachers and collect lesson plans. 2. Administration will observe teachers and collect lesson plans. 3. Administration will observe teachers and collect lesson plans. 4. Administration will collect ELA Unit plans to monitor levels of questioning on a monthly basis. 5. Teachers will analyze data and target specific skills in lesson plans according to the results of the ELA and Math periodic assessments. 6. Assistant principal will observe teachers, collect lesson plans and review student data
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Administrators will observe teachers at least 6 times throughout the year. 2. Administrators will observe teachers at least 6 times throughout the year. 3. Administrators will observe teachers at least 6 times throughout the year. 4. The Literacy and Math Coaches will meet with teacher teams on a bi-weekly basis. The TCRWP staff developer will meet with each teacher team 10 times per year. 5. Teachers will meet in October and January following the administration of the Math Periodic assessments and in November and February following the administration of the ELA Periodic assessments. 6. Program will meet three (3) times per week from January 2014 – May 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. 37.5 morning PD sessions, Bloom’s Taxonomy, and curriculum maps/lesson plans. 2. 37.5 morning PD sessions, Webb’s Depth of Knowledge, and curriculum maps/lesson plans. 3. 37.5 morning PD sessions, Bloom’s Taxonomy, Webb’s Depth of Knowledge, and curriculum maps/lesson plans. 4. TCRWP staff developer and curriculum, unit maps, and lesson plans. 5. Curriculum Associates Test Ready Practice ELA Tests and the NYCDOE Math Periodic Assessments. 6. Renzulli school enrichment model 7. General Supplies - \$16,003 used to purchase mini-iPads and New York Ready test preparation materials

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
	<b>PF Set Aside</b>		<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>	<b>X</b>	<b>PF Inquiry Teams</b>	<b>X</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).  
The school works as a unified team to create a culture of respect with positive interactions that support the social and academic growth of students. Teachers and students state that the school environment has improved significantly, resulting in a decrease in the number of incidents so far this year and greater student participation in learning activities to increase academic performance. (QR 1.4)

<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	E
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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>x</b>	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>x</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.

In order to improve the school's approach to culture-building, discipline and social-emotional support so that it is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school's goals, we will meaningfully involve teacher, parent and student voice in decision-making to initiate, guide and lead school improvement efforts so that by June 2014 there is a minimum 10% decrease of level 5 incidents identified by the NYC DOE Discipline Code and measured by submitted OORS reports.

**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. Teachers will teach the 4 Rs curriculum on a weekly basis during the same period across all grade levels (SOP 5.3, 5.2, 4.4).
2. Students will recite a School Promise daily (SOP 5.3, 4.4).
3. Teachers will lead students in reciting the School Promise daily and congratulate them for reciting it accurately when carried out appropriately (SOP 5.3, 4.4).
4. The Culture and Climate Committee will meet with a staff developer from the Morningside Center to discuss school wide concerns and address them using an agreed upon effect research based approach (SOP 5.2,5.3,5.4,5.5).
5. Students will be recognized for demonstrating desirable behaviors during the school day by receiving coupons that afford them the opportunity to participate in the Jobs in Our School program (SOP 5.2, 5.3, 5.4, and 5.5).

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

1. Principal
2. Assistant Principal
3. Culture and Climate Committee
4. Morningside Staff Developer, Playworks
5. Classroom Teachers
6. Guidance Counselor

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

1. The staff developer from Morningside Center for Teaching Social and Emotional Responsibility will visit teachers during 4Rs periods weekly to observe teaching practice and provide feedback.
2. The Morningside staff developer will share feedback with administrators, who will monitor teaching practices during observation and walkthroughs on a monthly basis.
3. Teachers will use the checklist in their Teacher Resource Binders to follow the agreed upon protocol for escalating issues related to undesirable behaviors.
4. The guidance counselor will counsel students who demonstrate undesirable behaviors more than 2 times during the year and present these students' issues and needs at PPT meetings on a monthly basis.
5. Parents will be called by teachers and guidance counselors when they display undesirable behaviors more than 2 times to report the behavior, share the possible consequence, and share strategies for helping their children correct their behaviors using the Discipline Code and the School Rules.

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

1. Morningside Center partnership begins September and ends in June.
2. Teachers begin 4Rs curriculum in September and teach corresponding lessons weekly.
3. New teachers receive staff development from Morningside staff developer 2 times during the school year between September and November.
4. Administrators conduct at least 3 walkthroughs focused on 4Rs lesson delivery and the accuracy of the lesson.
5. The guidance counselor will share her at-risk support during PPT meetings monthly as of September through June.

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

1. Teachers teach the 4Rs curriculum period 1 every Monday.
2. 4Rs kits will be purchased for all classroom teachers.
3. All teachers will receive a Teacher Resource binder with the protocol for escalating occurrences,
4. PPT meetings will be held monthly.
5. Students will recite the school promise daily in their classroom communities.

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown 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).

NYC LES – Only 49% of parents took the 2012-13 Learning Environment Survey. According to the survey, we scored a 7.4 in engagement, "My child's school communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school." We also scored a 6.9 in engagement, "How often during this school year have you been invited to an event at your child's school (workshop, program, performance, etc.?)?" Only 45% of parents responded that they have been invited to the school 5 or more times.  
 NYC QR 3.4 – We received Developing on the QR for School Culture, "Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them."

<b>Review Type:</b>	NYC QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	D
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**Tenet 6: Family and Community Engagement**

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

	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>	<b>X</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.

In order to collaborate with families as full partners in the learning and development of their children we will increase the number of contacts with families by 20% so that by June 2014 we will offer 50% more parent teacher conference than in previous years so that parents responding to our New York City Learning Environment Survey will reflect a 5% drop in parents who had never attended a Parent/Teacher Conference or parent workshop.

**Strategies to Increase Parental Involvement and Engagement**

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

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

- To increase student performance through communication of student assessment results three times throughout the year by sending home Progress Reports for each child (SOP 6.3, 6.5).
- The school will host two mandatory parent meetings for parents of students in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade to share the expectations of what students should know and be able to do according to the Common Core Learning Standards to ensure success on the NYS ELA and Math Exams (SOP 6.2,6.3,6.5).
- The school will host parent math academy workshops at the beginning of each new math unit, to support parents in helping their students with their math homework at home (SOP 6.2, 6.3, and 6.5).
- Invite parents to Town Hall meetings to learn about various events in the school and see performances by their children (SOP 6.2, 6.5).
- Students with 100% attendance for the month will receive tickets to a free family movie once a month (SOP 6.2, 6.5).
- The school will host parent academy workshops three times per year to assist parents in understanding the demands of the Common Core standards, curriculum and assessments

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

- Classroom teachers will administer and score assessments. The Assistant Principal will provide teachers with the Progress Reports that they must fill out and send home. Classroom teachers will also collect signed slips from the parents, indicating that they have seen the progress report. Teachers will contact parents of students who did not bring back a parent signature.
- Third, fourth, and fifth grade classroom teachers will design and present grade level parent workshops informing parents of the CCLS and the NYS ELA & Math Exams.

3. K-5 classroom teachers will design and present grade level math workshops with support from the math coach.
4. Classroom teachers in conjunction with the music teacher.
5. The attendance team, consisting of the Assistant Principal, the family worker, the guidance counselor, and school aides.
6. Key teachers, literacy and math coaches will lead the sessions

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

1. The Assistant Principal will monitor how many slips are returned from each class and ensure that teachers reach out to parents by collecting a class data sheet with information regarding parent contact for each student in the class.
2. Parent sign-in sheets will monitor how many parents attend each meeting. For the second meeting we will specifically target parents who did not attend the first meeting.
3. Parent sign-in sheets and exit slips for each meeting will allow administration to monitor the effectiveness of each workshop.
4. Parent sign-in sheets to track the number of parents attending Town Hall Meetings.
5. We will track the number of students with 100% attendance each month and monitor that there is improvement from month to month.
6. Parent sign-in sheets and exit slips for each session will allow the administration to monitor the effectiveness of the content

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

1. Progress Reports will be sent home in October, January, and April.
2. Third-Fifth parent meetings will be held in December and February.
3. Math for Parents workshops will be held once per month
4. Monthly throughout the year.
5. Monthly throughout the year, starting in January.
6. Three times per year from November 2013 to June 2014

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

1. Legal paper, ink, and access to school data.
2. Per-session for 3<sup>rd</sup> -5<sup>th</sup> classroom teachers.
3. Per-session for K – 5 classroom teachers and the math coach.
4. Technology equipment for the audio-visual presentations.
5. Per-session for the attendance team, PTA will provide snacks as a fundraiser.
6. Per session for the teachers, coaches and one supervisor – 10 hours per teacher/coach/supervisor

**Budget and Resource Alignment**

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

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

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

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

### Academic Intervention Services (AIS)

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

**Description**

<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>	<p>Fountas and Pinell Leveled Literacy Intervention Program (Tier II intervention specifically for students reading far below reading level in grades 1-5 )</p> <p>Fundations from Wilson Language Basics grades K-2 administered in class on a daily basis.</p> <p>Guided Reading Practice, Fountas and Pinell Leveled Literacy Intervention, reading skills study using CC aligned passages from Engage NY and PARC for students in grades 1-5 grouped based on TCRWP reading level assessment results (37.5 minute program)</p>	<p>All AIS services are delivered through small group instruction.</p>	<p>Tier II intervention is provided during the school day in 50 minute sessions 4.5 days per week. The 37.5 minute program is conducted on Wednesdays and Thursdays before the school day begins. Fundations for grades K-2 is delivered daily.</p>
<b>Mathematics</b>	<p>Go Math! online activities are used for Tier II support in grades K-5</p>	<p>Administered to small groups of students</p>	<p>Provided during technology class by the technology teacher during, 1 or 2 times per week during 50 minute intervals.</p>
<b>Science</b>	<p>Fountas and Pinell Leveled Literacy Intervention Program (Tier II intervention specifically for students reading far below reading level in grades 1-5</p> <p>Guided Reading Practice, Fountas and Pinell Leveled Literacy Intervention, reading skills study using CC aligned passages from Engage NY and PARC for students in grades 1-5 grouped based on TCRWP reading level assessment results (37.5 minute program)</p>	<p>All AIS services are delivered through small group instruction.</p>	<p>Tier II intervention is provided during the school day in 50 minute sessions 4.5 days per week. The 37.5 minute program is conducted on Wednesdays and Thursdays before the school day begins. Fundations for grades K-2 is delivered daily.</p>
<b>Social Studies</b>	<p>Fountas and Pinell Leveled</p>	<p>All AIS services are delivered through</p>	<p>Tier II intervention is provided during the</p>

	<p>Literacy Intervention Program (Tier II intervention specifically for students reading far below reading level in grades 1-5)</p> <p>Guided Reading Practice, Fountas and Pinell Leveled Literacy Intervention, reading skills study using CC aligned passages from Engage NY and PARC for students in grades 1-5 grouped based on TCRWP reading level assessment results (37.5 minute program)</p>	<p>small group instruction.</p>	<p>school day in 50 minute sessions 4.5 days per week. The 37.5 minute program is conducted on Wednesdays and Thursdays before the school day begins. Foundations for grades K-2 is delivered daily.</p>
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p>The Guidance Counselor uses student oriented activities and peer mediation using the Mediation Skills program from Sunburst Visual Media programs to provide support to students experiencing sudden stressors such as a death in the family, separation, or sudden loss.</p>	<p>The Guidance Counselor provides at-risk support to students during one-to-one, small group sessions, and lunch clubs.</p>	<p>At-risk services are delivered to students during the school day.</p>

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

3. All elements of the *All Title I Schools* section must be completed\*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. 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.
100% of all teachers are highly qualified. Teacher candidates are selected through the New Teacher Finder, the Open Market Hiring System, and with the support of the Office of Teacher Recruitment and Quality. A hiring committee consisting of an administrator and teachers with general and special education licenses is assembled to develop criteria for recruitment and to review resumes of applicants. The criteria are used to develop interview questions posed by the administrator during interviews. Teachers are assigned to positions based on their pedagogical license, experience, and strengths. New Teachers are provided with support from experienced teachers as mentors to strengthen their practices. New and experienced teachers are provided with tailored professional development based on needs identified during formal and informal observations. Teachers also attend professional development sessions to learn how to administer new common core aligned curriculum when sessions are made available by the Department of Education and Children First Network 207.

**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).
Teacher teams meet with Literacy and Math Coaches who have received extensive professional development around the Common Core Standards to develop rigorous lessons plans and curriculum maps that are aligned to standards on a bi-weekly basis. Teachers and administrators participate in workshops made available by the Department of Education and Children First Network 207 to learn how to lift levels of instruction using the Danielson Framework. Teachers, paraprofessionals, and staff members attend Faculty Conference PD sessions to learn best practices from colleagues who attend workshops offered by the Department of Education and Children First Network 207 designed to align instruction to and create a culture that meets CCSS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are used to support the professional development of teachers in curricular programs and align to Common Core Standards across 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.).
Pre-Kindergarten math curriculum is designed using the Go Math common core aligned curriculum. Teachers use the workshop model to conduct lessons. Pre-K students participate in CookShop, which is a Pre-K – 2 <sup>nd</sup> grade program. Teachers participate in Work Sampling to ensure students' academic progress and success. Pre-K teachers use the inquiry process to design and adjust lessons using student assessments.

**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.
The school wide MoSL committee agreed upon which assessments to give at the school for MoSL. This was done in consultation with their colleagues and the Principal and Assistant Principal. The MoSL committee agreed upon using TCRWP Running Records for K-5 and Performance Based Tasks in K-2. For ELA the teachers decided with the Literacy coach to administer the TCRWP Writing on Demand Assessments and progress monitoring TCRWP Running Records. In Math the teachers decided with the Math coach to administer the end of Chapter tests and embedded Exemplars and Performance Tasks to track progress. The Principal and Assistant Principal made the decision to administer ELA and Math practice tests utilizing Test Ready materials and the NYCDOE periodic assessments.

**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).

**PS 309K**  
**PARENT INVOLVEMENT POLICY (PIP)**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.

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:

- 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
- 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;
- 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;

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

- hosting educational family events/activities 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, parents/guardians, grandparents and foster parents asserting leadership in education for their children
- 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;

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

## School Responsibilities

***Provide high quality and rigorous instruction consistent with the Common Core Standards to prepare students for college and a career by:***

- Implementing curricula aligned to the Common Core Standards;
- Offering high quality and rigorous instruction in all subjects;
- Using academic learning time efficiently;
- Respecting cultural, racial, and ethnic differences;
- Providing student feedback with next steps for improvement.

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

- Ensuring that the PIP and School-Parent Compact are distributed and discussed with parents each year;
- Conducting parent-teacher conferences each semester during which time, the individual child's achievement will be discussed;
- Providing parents with timely information regarding performance profiles, individual student assessment results, and other pertinent individual school information;
- Providing parents/guardians with information related to school, parent programs, and meetings and translating them into the language parents can understand;
- Arranging additional meetings at flexible times, e.g., morning, or evening;
- 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.

***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 staff member.

***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;
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities.

## II. Parent/Guardian Responsibilities:

- Encourage my child to follow school rules and regulations and discuss the compact with my child;
- Monitor my child's attendance, ensure that my child arrives to school on time, and follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework assignments; provide a specific time and quiet area to do homework; the area must be well-lit and equipped with pens, pencils, crayons, ruler, etc.;
- **READ** to my child and have a discussion with my child about the text ( for 20- 30 minutes);
- **LIMIT** the amount of time my child watches television or play video games on school days;
- Volunteer in my child's school or assist from my home as time permits;
- **COMMUNICATE** with my child's teacher by responding to all notices received from the school or district;
- **PARTICIPATE** in or trainings offered by the school, district, central or State Education Department to learn more about teaching and learning strategies whenever possible;
- **PARTICIPATE** in the Parent Association or serve to the extent possible on the School leadership Team;
- **SHARE** responsibility for the improved academic achievement of my child;
- Dress my child in the required uniform;
- Encourage a positive attitude toward school.

## III. Student Responsibilities:

- Attend school regularly and arrive on time;
  - Complete homework and submit assignments on time;
  - Follow the school rules and be responsible for my actions;
  - Show respect for myself and others;
  - Dress for success by wearing my uniform;
  - Try to resolve disagreements or conflicts peacefully;
  - Show my parents/guardian my blue Home/School Communication folder on a daily basis;
  - Always do my best to learn.
-

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

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

## Part I: School ELL Profile

### A. School Information

District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>309</b>
School Name <b>The George E. Wibecan Preparatory Academ</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>Nicole Perry</b>	Assistant Principal <b>Katrina Liebst</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Shirley MacLellan-Bennicke</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>A. Aponte</b>
Related Service Provider <b>Michele Leibowitz</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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>287</b>	Total number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>5.44%</b>
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## Part II: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### 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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	0										3
Push-In		1	1	0	2	2								6
<b>Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>9</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12	0	2	4	0	0	0	0	0	16
Total	12	0	2	4	0	0	0	0	0	16

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	4	0		4	1								10
Chinese														0
Russian														0
Bengali	0	1	2	0	1	0								4
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	0	0	1	0								2
<b>TOTAL</b>	1	6	2	0	6	1	0	0	0	0	0	0	0	16

## 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		4									5

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)		3	1			1								5
Advanced (A)	1	3			2									6
Total	1	6	2	0	6	1	0	0	0	0	0	0	0	16

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	3	1			4
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

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

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

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

The school uses the TCRWP assessment system to assess the early literacy skills of the ELL students. The assessment provides materials and procedures for observing and assessing the reading levels and behaviors of students in grades K-5. The standard is set by the benchmark book passages a student reads aloud and talks about during the assessment conference. The assessment levels represent twenty-six points on a gradient of reading difficulty. Each point on the gradient, from the easiest at level AA to the most challenging at level Z, represents an increase in difficulty over the previous level. The benchmark book passages (fiction and nonfiction) are used to identify the student's reading level. Independent reading and instructional reading are determined by the benchmark results. The results also tell about the text level that would be too demanding. As of October 2013, the data shows one student in Grade five at reading level L, an increase from level K; six students in Grade four, two at reading level N, an increase from level M, two at reading level I, an increase from level H, one at level H, an increase from level G, and one at level F, an increase from level E; two students in Grade two, one at reading level C, an increase from level B, and one at reading level A, an increase from level AA; six students in Grade one, three at reading level B, an increase from level A, and three at level C, an increase from level B; one student in Kindergarten at the emergent level. The school goal is to move the students to the next reading level until they are at grade level.

The results of the ELL Periodic Assessment (Fall 2011) show five students in Grade five, two students at a scale score of 249/80% from a scale score of 227/67% and 154/17% the previous year, one student at a scale score of 244/77% from a scale score of 201/47%, one student at a scale score of 220/60% from a scale of 183/33%, and one student at a scale score of 229/67% from a scale score of 214/57%; two students in Grade four, one at a scale score of 190/33%, and one at a scale score of 195/37%; four students in Grade three, two at a scale score of 215/53%, one at a scale score of 211/50%, and one at a scale score of 207/47%. The results of the ELL Periodic Assessments (Fall 2013) should be released in one week.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Currently, the data patterns across proficiency levels and grades on the LAB-R reveal one student in Grade K at the advanced level, and on the NYSESLAT (2013), six students in Grade one, three students at the advanced level, and three students at the intermediate level; two students in Grade two, one at the intermediate level, and one at the beginner level; six students in Grade four, two at the advanced level, and four at the beginner level; one student in Grade five at the intermediate level.
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](#))  
Omit
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?

After looking at the ELA, Math, NYSESLAT, LAB-R and Periodic Assessment data, we have designed the Early Bird program for our ELL students. The purpose of the program is to help our ELL students to gain more content area vocabulary skills and comprehension skills. This will help the ELL students achieve success on all the content area exams - Math, Science, as well as the ELA and NYSESLAT. In addition, teachers collaborate regularly to discuss students' issues and scores on the ELL Periodic Assessments and conduct parent/teacher meetings to improve the overall test scores and welfare of the child. Strategies to help children learn at home are given to the parents as well as helpful reading materials, web sites included. The Periodic Assessments also indicate to the school the great need for ELLs to be involved in every learning activity given at the school whether it be Early Bird, AIS, After School, Art, Physical Education, Music, etc. Data shows ELLs who have taken tests both in the native language and English fared the same on the ELA test and the Math (NL); others fared better on the Science (NL) than on the Math (NL), and vice versa. ELLs are permitted to use their native language with their peers to express understanding or ask for clarification. Books in the different native languages are available to support instruction as well as for students to take home. Also, native language resources (libraries, technology, primary resource materials) available in the classroom and in the school's library are additional resources that can accelerate learning.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

To establish an on-going relationship between data and instruction in meeting the needs of all students-including ELLs at P.S. 309, we use Response to Intervention, RTI, as a model to target data-driven instruction to support academic achievement of all ELLs. Patterns in the data shape priorities for the core of instruction, (Tier 1, literacy block). Students who are struggling receive a "double dose" targeted to their specific needs, (Tier 2, extra exposure to instruction focused on the student's needs). Students who struggle despite intervention receive increasingly specialized services (Tier 3, one-on-one tutoring; individualized intensive services).

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

Native language supports are used to support comprehension. ELLs are permitted to use their native language with their peers to express understanding or ask for clarification. School personnel who can provide support to ELL students in their native languages during the school day are utilized to provide clarification for those who may be struggling with content and concepts in their subject-area classes. Teachers group students of the same language for certain activities so that they can assist each other and respond in the native language. These strategies can extend to after and before school programs as well as summer school. English language development for all subgroups is strengthened through participation in English-taught enrichment classes such as art, music, computer lab, and physical education. Targeted intervention programs for ELLs in ELA, Math and other content areas (test taking grades 3-5) are Early Bird and After School. These programs provide academic subject area instruction in English using ESL methodology and instructional strategies, assist students to achieve the state-designated level of proficiency for their grade, and help ELLs exceed or meet New York State and City standards. A Reading Program, Award Reading, is also used in the school. This is a technology program used with the upper/lower grade students. ELL students in need of intervention services benefit. The AIS Team uses the LLI, the Language Literacy Intervention Program. ELLs are afforded equal access to all school programs, curricular and extracurricular. Letters are sent home to parents to inform parents of trips and obtain the parent's signature for their child to participate. ELLs participate in all activities as do general ed students. Grades K-5, including ELLs are participating in Playworks, a physical activity that is safe and meaningful. Playworks core values consist of healthy play, inclusion, respect, and healthy community.

As stated above, supplemental programs for ELLs (English only) are AIS, Early Bird, and After School. To help ELLs performance on standardized tests, two full time AIS teachers do push-in and pull-out. Cluster teachers do push-in. This preventive Program targets level 1 and 2 students most in need, early Childhood and upper grades. Our After School Program, budget permitting, takes place on Friday from 3:01 P.M. to 4:01 P.M., focuses on Literacy and Math, and is serviced by licensed teachers. The program has been designed in the following manner: ELA class for beginner and intermediate students, grades 3-5 taking the ELA assessment and Math class for beginner and intermediate students, grades 3-5 taking the Math assessment in the Spring. These services are provided for ELLs (which correspond to ELLs' ages and grade levels), Special Ed., and General Ed. students. For newly enrolled ELL students before the beginning of the school year, there is the possibility of summer school and an orientation depending on who is in the building at that time. Also, native language resources (libraries, technology, primary resource materials) available in the classroom and in the school's library are additional resources that can accelerate learning. The school's promotional policy for ELLs is the team's decision who take into consideration attendance, portfolio, NYSESLAT, periodic assessments, etc.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Omit

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

An increase in students' raw scores in the speaking, listening, reading, and writing modalities and the number of ELLs who score out of the NYSESLAT to become English Proficient within a certain number of years indicate the success of the program. The EPs are generally levels three and four on the ELA and Math assessments after exiting the ESL Program.

## 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](#).) Language backgrounds of our ELLs represented in our school are notably Spanish (10), Bengali (4), and Fulani (2). The ESL Teacher/Coordinator, Shirley MacLellan-Bennicke, Certification Area: English/French To Speakers of Other Languages reviews the HLIS and administers the Language Assessment Battery-Revised (LAB-R), the formal initial assessment, based on the results of the parents' responses and the informal interview. The student is not Limited English Proficient (LEP) if the home language is English. If the home language is other than English or the student's language is other than English, an informal interview is conducted in English and the Native Language. A trained teacher or supervisor, Nicole Perry, or the ESL Teacher conduct the parent/student informal oral interview in English and in the native language (an interpreter, usually a parent or teacher in the school or otherwise a translator will be used, if required) and administers the Home Language Identification Survey (HLIS) where the Principal, Ms. Perry, or a trained pedagogue meet with the parents and the parent fills out the HLIS in his or her native language. If the student speaks a language other than English and student speaks little or no English, the ESL teacher administers the initial assessment, the Language Assessment Battery-Revised (LAB-R). If the student scores at the beginner, intermediate or advanced level, the student is placed in the appropriate program within ten days.
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.  
The ESL teacher reviews the Home Language Identification Survey (HLIS). Students that speak another language other than English in the home are eligible for the English Proficiency Test called the Language Assessment Battery Exam (LAB-R) administered by the Licensed ESL Teacher. Students are screened to determine whether they are possible English Language Learners. Once identified as an ELL - student scores at the Beginner, Intermediate, or Advanced level (the ELL Identification Process must be completed within ten school days of initial enrollment as per CR Part 154), parents will be notified in writing, Parent Entitlement letters are sent home either in the student's book bag or by mail, and parents are invited to a Parent Orientation Session. At the meeting parents will view an orientation video in their home language informing them of the three instructional programs available for ELLs. The ESL Teacher gives a brief summary of the different program options available: the Transitional Bilingual Education Program, the Dual Language Program, and English as a Second Language (ESL) before showing the video (in their native language to ensure that parents understand the three program choices). Parents upon arrival will sign in and refreshments will be available before and after the session. In the Transitional Bilingual Education Program, students learn to speak, read, and write English within three years. The program begins with instruction that is 60% Academic and 40% English. The student's home language decreases as English increases. The student is taught in his/her home language until the student becomes proficient in English and can go into a monolingual classroom. In the Dual Language Program, students receive instruction in two languages: 50% in the home language and 50% in English. Students become proficient in the home language and in English resulting in a two-way ability to read and write in the two languages, and to study together in the two languages at or above grade level. In the ESL program, students become proficient in English. All classes are taught in English. Once the student is proficient in English, he/she enters into a monolingual classroom within three years. The ESL Teacher, S. MacLellan-Bennicke, will make sure that the parents understand the three program options that are available, that it is their choice, and should the parents select a program that is outside the district that is not at P.S. 309, ESL only at P.S. 309, not having the sufficient number of students to form a Transitional class, the parents would be responsible for transporting the child to and from school, as well as the costs involved. Should this take place, the parents would be given the school numbers/telephone numbers of the nearest schools offering Dual or Transitional programs. The ESL Teacher could call in advance to verify availability. All materials will be in the parents' native language to the extent possible. Parents will also be informed of the various support programs available for ELLs at P.S. 309.
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 [\[see tool kit\]](#).)  
Parents should complete the Parent Survey and Program Selection Forms (which are sent home with the student usually four or five days in advance of the meeting) after attending the Parent Orientation Session. Parents who do not attend the meeting and do not return the form will receive a telephone call or another form may be sent home. To ensure that Parent Survey and Program Selection forms are returned, the ESL teacher invites the parents to the next Orientation meeting, or several telephone calls home

to meet with the parents. All letters including Entitlement letters, as well as Continued Entitlement letters, are stored in cumulative folders and office copies retained of all letters. Entitlement letters (indicated by the LAB-R exam scores) and Continued Entitlement letters (indicated by the NYSESLAT scores - if the child scores at the beginner, intermediate, or advance level) are distributed to parents by mail or sent home with the child.

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.  
ELLs are placed in the program parents select based on availability and parent preference. Parents are notified in writing (Placement letter) of their child's placement. ELLs whose parents did not attend the Parent Orientation Session and did not select a program are placed, by default, in a Transitional Bilingual Education Program where there are a sufficient number of students to form a class. If not, they are placed in the ESL program, English as a Second Language, the only program offered at P.S. 309. If a parent requests the Dual or Transitional Program, ELLProgramTransfers@schools.nyc.gov would be consulted. Pupil transportation issues are addressed at the school level. When translation services are required, the Parent Coordinator or a teacher provides the services to communicate activities or consultations, for example, trips, IEP meetings, parent/teacher meetings, issues about attendance, behavior, test taking, to mention a few. Most parents speak broken English.
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.  
Currently, at P.S. 309, the only program is English as a Second Language (ESL). The ATS reports, RLAT and RNMR, are used to determine NYSESLAT eligibility. For the student who scores at the beginner, intermediate or advanced level, an annual assessment, the New York State English as a Second Language Test (NYSESLAT), is administered by the ESL Teacher/Coordinator, S. MacLellan-Bennicke. Nicole Perry, the Principal, is responsible for ordering the test. The ESL Teacher provides the number of tests required for each grade from K-5. The NYSESLAT, a yearly assessment in the speaking, listening, reading, and writing modalities is implemented in the spring. If the need arises, Ms. Henri, Speech Teacher, and Ms. Leibowitz, Special Ed. Teacher, help administer the assessment. Letters are sent home notifying the parents of the testing dates and the Principal puts the dates in the Day book to notify the teachers. If the student scores at the proficient level on the NYSESLAT, student is not LEP and enters the general education program. Should the student score at the beginner, intermediate or advanced level, student is LEP and has continued services. For Spanish native speaking students, a Spanish LAB is administered to determine the dominant language. Ms. Abreu, administers the Spanish LAB in the presence of the ESL Teacher who administers the scoring.
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.   
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting is ESL with 100% of the services (push-in/pull-out) being rendered in English. The ESL program offered at our school is aligned with parent requests, 65 in number.

# 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])? P.S. 309 uses the TC workshop model for all students including ELLs. Using small ESL push-in/pull-out group sessions, one of six students - heterogeneous, grade 1(push-in), one of two students - heterogeneous, grade 2 (push-in), one of six students - heterogeneous, grades K, 1 and 2 (pull-out), and one of seven students - heterogeneous, grades 4 and 5 (push-in), students read level appropriate books, are involved in accountable talk, reflect upon and write about what they have read and confer with their teacher daily. Mathematics is also taught using the workshop model. Students are taught a skill and then have the opportunity to apply what they have learned in problem solving activities with their peers. Students share what they have learned with one another. Using the workshop model allows the opportunity to practice, apply, and extend student skills. The ESL Teacher supports the instruction of ELL students in grades 3-5 through the Literacy/Math lessons planned by the classroom teacher during the push-in periods made up of one student - grade five together with one group of six students - heterogeneous, grade four (currently, there are no grade 3 students). Upcoming lessons and student work are discussed with classroom teachers during informal conversations throughout the school day. The Santillana Intensive English activity materials as well as supplemental reading materials are also used to reinforce the concepts and vocabulary already practiced in the classroom. Technology materials used to support instruction are Award Reading. All instruction is aligned to the common core standards.
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)?

The organization of the staff ensures that the mandated number of instructional minutes for all ELLs at PS. 309 is provided according to proficiency levels in the ESL program. Grade K and grade 1, advanced levels, have 180 minutes plus of ESL on Monday, Tuesday, Wednesday, and Thursday for one period each day of 50 minutes in the morning. Grade 1, beginner and intermediate levels, have 360 minutes plus of ESL on Monday, Tuesday, Wednesday, and Thursday for two periods each day of 50 minutes each in the morning. Grade 2, beginner and intermediate levels, have 360 minutes of ESL on Monday, Tuesday, Wednesday, and Thursday for two periods of 50 minutes each in the morning. Grades 4 and 5 have 360 minutes of ESL Monday, Tuesday, Wednesday, and Thursday in the morning and afternoon - Reading Workshop/Writing Workshop/Go Math/ Science/ Social Studies. Grade 4, advanced levels, have 180 minutes plus on Monday, Tuesday, Wednesday, and Thursday for one period each day of 50 minutes in the morning- ELA/ESL .
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.

ESL, ELA, and NLA ( NLA - strategic homogeneous linguistic grouping, bilingual dictionaries, materials in the native language, explanations by staff who speak the language) instruction includes literature and content-based instruction that is aligned to the Common Core Learning Standards. Teachers' College Reading and Writing Workshops are used in the ESL Program as well as Go Math. Some methods used are sheltered English and scaffolding strategies - modeling, bridging, contextualization, schema building, text re-presentation and metacognition - these scaffolding activities promote the use of language in meaningful ways- and others that come up over the course of the year. Differentiated instruction for ELL subgroups/ELL-SWDs included

(beginners, less than three years (newcomers) consists of semantic webs - a way to collect and organize information, for example, what we already know about a subject; say it again - a listening activity that provides practice in pronunciation, stress, and intonation; picture sequencing - a set of pictures that tell a simple story; jumbled sentences - the child dictates a sentence that relates to him/herself or to a book that has been read, teacher writes it on a sentence strip and cuts it into words, the child sorts the words back into the correct order; picture and sentence matching- could be based on a book that is being read in class, etc. Foundations is used in the lower grades.

After a review of math data, this indicates while ELLs/ELL-SWDs show growth in Math, we want to continue to develop their strengths during the Early Bird Program. The findings of a comprehensive needs assessment resulted in the identification of several priorities in order to improve the quality of student performance. Implementation of the strategies will address a large number of ELL/ELL-SWDs students lacking in the basic skills in both reading and mathematics; improve instruction within the listening, speaking, reading, and writing modalities; increase their opportunities for inclusion into the mainstream education program with proficiency.

See below for more information.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
At P.S. 309 the Spanish LAB is used to assess Spanish speaking ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students in ESL receive all instruction in English using ESL methodologies for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores. At P.S. 309 there are two organizational models at the elementary level: a push-in model and a pull-out model. In the push-in model the ESL teacher works with ELLs/ELL-SWDs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. In the pull-out model ELLs/ELL-SWDs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. The ESL Teacher collaborates with the general education teacher to ensure curricular alignment.
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).

As previously mentioned, differentiated instruction for ELL subgroups/ELL-SWDs included (beginners, less than three years (newcomers) consists of semantic webs - a way to collect and organize information, for example, what we already know about a subject; say it again - a listening activity that provides practice in pronunciation, stress, and intonation; picture sequencing - a set of pictures that tell a simple story; jumbled sentences - the child dictates a sentence that relates to him/herself or to a book that has been read, teacher writes it on a sentence strip and cuts it into words, the child sorts the words back into the correct order; picture and sentence matching- could be based on a book that is being read in class, etc. Students with Interrupted Formal Education (SIFE) as well as long-term ELLs/ELL-SWDs (completed 6 years +) receive extended instructional time in small groups through after-school classes or one-to-one tutoring, Saturday programs, and/or summer programs (budget permitting). Instructional plan includes differentiation according to the needs and strengths of the student based on the student performance data on multiple assessments.

ELLs are divided into subgroups by number: 12 newcomers (ELLs receiving service 0-3 years) with two in Special Education; four ELLs receiving service 4-6 years; and there are no long term ELLs (completed 6 years). In the ELL subgroup (0-3 years) there are 12 ELLs in all, zero SIFE, and two in Special Education; in the 4-6 year ELL subgroup there are four ELLs in all.

One ELL is in Kindergarten at the advance level; six are in Grade 1, three at the advanced level and three at the intermediate level; two are in Grade 2, one at the intermediate level, and one at the beginning level; six are in Grade four, four at the beginning level, and two at the advance level; one is in Grade 5 at the intermediate level with Spanish as the dominant language among the vast majority. Of the 16 ELLs, three need additional support in all the modalities. Ten ELLs at the beginning and intermediate levels have 360 minutes of ESL instruction per week; six ELLs at the advanced level have 180 minutes of ESL/ELA instruction per week.

Performance data in Math (2012) indicate six ELL students in Grade 3 at level one and level three; one ELL student in Grade 4 at level one. Performance data in the ELA (2012) indicate three ELLs in Grade 3 at level one, and one at level two; one in Grade 4 at level

one. Performance data in Science (2012) indicate one Grade 4 ELL student at level two. ELLs who reach proficiency on the NYSESLAT are transitional students for two years. They are given dictionaries, glossaries, ESL test accommodations - time and a half, and are pulled-out in small groups for testing. The ESL Teacher provides staff support to assist ELLs who have reached proficiency on the NYSESLAT, as they transition from one grade level to another by providing bilingual dictionaries, bilingual glossaries, cognates (Spanish), signal words and phrases, suggested list of mathematical language, social studies academic language, and supporting ESL students in learning the language of mathematics. Supplemental programs (English only) for ELLs are AIS, After School and Early Bird. To help ELLs' performance on standardized tests, two full time AIS teachers do pull-out work. The IEP Teacher also works with at-risk students in small groups (pull-out). Cluster teachers push-in for Small Group Push-In support at least three times a week in Grades 3-5 during reading workshop. These preventative programs target level 1 and 2 students most in need.

ELL students less than three years receive differentiated instruction in language development, phonics, vocabulary development, and technology (see above). Students in years 4-6 use academic language within the curriculum. The curriculum focuses on literacy through the content area. Students are exposed to the Award Reading Language Development program technology. Students are exposed to the four language modalities of listening, speaking, reading and writing. The Writer's Writing Process is a major component. Students use writing strategies to complete research projects and prepare reading summaries. The school provides Early Bird, Award Reading, and additional academic interventions, as well as After School (budget permitting). Instructional strategies for ELLs less than three years (beginners, newcomers) are: count the number of syllables in a word, blend spoken sounds to form words, identify and produce letter-sound correspondences, decode grade level words, sight-read automatically grade-level words, answer simple question words, to name a few. For ELLs in years 4-6 (four students) the school provides the development of individualized intervention plans (for those with disabilities) also reading and writing workshop models that include a mini-lesson in each, independent work/conferring, word work, language development; mathematics workshop model that includes a mini lesson, computation practice, independent and/or small group work, sharing; content area instruction (science). The school also provides the usage of software, peer tutoring for newcomers, as well as orientation and summer school opportunities for newly enrolled ELL students. For alternative placement in Special Education, the school provides Paraprofessionals, peer tutoring, After School, and the Early Bird Program. For students reaching proficiency, the school offers priority in the early morning Early Bird Program, individualized tutoring plans, and peer tutoring. For students who are long term ELLs, they will meet 2 days per week during the Early Bird Program and after school. ELLs are permitted to use their native language with their peers to express understanding or ask for clarification. Books in the different native languages are available to support instruction as well as for students to take home. School personnel who can provide support to ELL students in their native languages during the school day are utilized to provide clarification for those who may be struggling with content and concepts in their subject-area classes. Teachers group students of the same language for certain activities so that they can assist each other and respond in the native language. These strategies can extend to before and after school programs as well as summer school.

For newly enrolled ELL students before the beginning of the school year, there is the possibility of summer school and an orientation depending on who is in the building at that time.

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?  
Award Reading Technology; groups of eight students or less; LLI, Language Literacy Intervention; Foundations; Paraprofessionals, one on one instruction.
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?  
See below.

### 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
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### 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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

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

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

	Beginning	Intermediate	Advanced
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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

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

English language development for all subgroups is strengthened through participation in English-taught enrichment classes such as art, music, computer lab, and physical education. Targeted intervention programs for ELLs in ELA, Math and other content areas (test taking grades 3-5) are Early Bird, After school and/or Saturday School to provide academic subject area instruction in English using ESL methodology and instructional strategies, assist students to achieve the state-designated level of proficiency for their grade, and help ELLs exceed or meet New York State and City standards.

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

P.S. 309 ESL Program for the school year 2013-2014 includes two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English Language Arts and English as a Second Language. The content area instructional component is delivered through instruction in English and ESL methodologies. The ESL Teacher will push-in and pull-out a certain number of students (see subgroups above) to receive ESL instruction to students at beginner and intermediate levels for at least two units per day (100 minutes), eight units per week for a total of 360 minutes plus, and Advanced levels for one unit per day (50 minutes), four units per week for a total of 180 minutes plus. In order to reach them effectively and productively, the ESL Teacher will employ and continuously provide the students with ESL methodology and work with the students according to their levels and grade strand during parts of the period each day. The workshop model will be implemented to students during their time with the ESL Teacher to give them a sense of uniformity in the school, a pattern in which they will be comfortable with (using same format as their regular classroom teacher). The instructional goal for all entitled English Language Learners at Public School 309 is to continuously develop and increase their learning stages, while at the same time providing them with the necessary content area instruction and preserving the students' cultural heritage.

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

All instruction is aligned to the common core standards.

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

We do not anticipate any at this time.

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

As stated, supplemental programs for ELLs (English only) are AIS, Early Bird, and After School. To help ELLs performance on standardized tests, two full time AIS teachers do push-in and pull-out. Cluster teachers do push-in. This preventive Program targets level 1 and 2 students most in need, early Childhood and upper grades. Our After School Program, budget permitting, takes place on Friday, from 3:01 P.M. to 5:01 P.M., focuses on Literacy and Math, and is serviced by licensed teachers. The program has been designed in the following manner: ELA class for beginner and intermediate students, grades 3-5 taking the ELA assessment and Math class for beginner and intermediate students, grades 3-5 taking the Math assessment in the Spring. ELLs are afforded equal access to all school programs, curricular and extracurricular. Letters are sent home to parents to inform parents of trips and obtain the parent's signature for their child to participate. ELLs participate in all activities as do general ed students. Grades K-5, including ELLs are participating in Playworks, a physical activity that is safe and meaningful. Playworks core values consist of healthy play, inclusion, respect, and healthy community.

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

English language development for all subgroups is strengthened through participation in English-taught enrichment classes such as art, music, computer lab, and physical education. Targeted intervention programs for ELLs in ELA, Math and other content areas (test taking grades 3-5) are Early Bird, After school and/or Saturday School to provide academic subject area instruction in English using ESL methodology and instructional strategies, assist students to achieve the state-designated level of proficiency for their grade, and help ELLs exceed or meet New York State and City standards. A Reading Program, Award Reading, was purchased for the AIS team in 2011. For the last few years, the AIS team has been using the LLI (Level Literacy Intervention) Program and Foundations with their upper/lower grade students. Those students in need of intervention services including ELLs would benefit.

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

In the ESL model, ELLs are permitted to use their native language with their peers to express understanding or ask for clarification. Books in the different native languages are available to support instruction as well as for students to take home. School personnel who can provide support to ELL students in their native languages during the school day are utilized to provide clarification for those who may be struggling with content and concepts in their subject-area classes. Teachers group students of the same language for certain activities so that they can assist each other and respond in the native language. These strategies can extend to after and before school programs as well as summer school.

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

As stated above, supplemental programs for ELLs (English only) are AIS, Early Bird, and After School. To help ELLs performance on standardized tests, two full time AIS teachers do push-in and pull-out. Cluster teachers do push-in. This preventive Program targets level 1 and 2 students most in need, early Childhood and upper grades. Our After School Program, budget permitting, takes place on Friday, from 3:01 P.M. to 5:01 P.M., focuses on Literacy and Math, and is serviced by licensed teachers. The program has been designed in the following manner: ELA class for beginner and intermediate students, grades 3-5 taking the ELA assessment and Math class for beginner and intermediate students, grades 3-5 taking the Math assessment in the Spring. These services, in addition to regular instructional and other programs (Math, ELA, Science, Social Studies, Physical Education, Music, Technology, Speech, Playworks, etc.) are provided for ELLs (which correspond to ELLs' ages and grade levels), Special Ed., and General Ed. students.

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.

For newly enrolled ELL students before the beginning of the school year, there is the possibility of summer school and an orientation depending on who is in the building at that time. See below for activities throughout the school year.

18. What language electives are offered to ELLs?

See above, Part IV.

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)?

Omit

### **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.

Through our school's participation in the Teacher's College Reading and Writing Project, we receive three days of professional development from a TCRWP ELL specialist. The ELL specialist meets with bands of lower and upper grade teachers to share with them strategies for supporting the ELL students in their classrooms. Additionally, we send select teachers to day-long workshops at Teacher's College that are dedicated to meeting the needs of ELL students. Teachers who attend off site professional development workshops are responsible for turn-keying information learned for the benefit of their colleagues at faculty conferences here at school.

Professional development workshops at our school will be conducted throughout the course of the academic year by the Literacy Coach, Math Coach, and Part-Time Literacy Curriculum Consultant. Teachers will develop instructional strategies to use when working with English Language Learners. Topics may include: Identification of ELLs, Increasing Parental Involvement of the ELL student, Scaffolding, and Language Acquisition. A minimum of 7.5 hours of ELL training for all staff is required (10 hours for special education), and is maintained by an attendance sheet (for teachers who train at the school) and kept on record in the teachers' files in the school. Topics may include differentiation, student-directed activities, such as modeling, bridging, contextualization, schema building, text re-presentation, metacognition - these scaffolding activities promote the use of language in meaningful ways – and others that come up over the course of the year.

Mandated professional development and faculty conferences take place twice a month for 45 minutes on Mondays during lunch period. Workshops begin at 11:15 and end at 12:00 during the first lunch period, and begin at 12:10 and end at 12:55 during the second lunch period. This represents a total of 90 minutes of professional development each month.

The intensive professional development for teachers will increase their level of understanding of the implementation of rigorous strategies to meet the needs of the growing ELL population. Professional staff development give them the first-hand knowledge of ESL methodology and will continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff receives staff development that incorporates scaffolds that are beneficial to use when instructing ELL students. Professional development focuses on second language acquisition, NYS standards for ESL, and ESL strategies for classroom teachers, as mentioned above.

## 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?

Parent/Community involvement activities include Bi-Weekly Parent/Workshops, parents of ELLs included. Some sample topics are Literacy/Math standards, asthma, high blood pressure, preparing for state assessments, support group for parents with children who have IEPs, child abuse prevention, helping your child at home, literacy instruction (health and academic), guest presentations from the 81st Precinct, and presenters from city/private agencies.

As previously mentioned (see Part IV ), the ESL Teacher conducts Parent Orientations in September for newly enrolled ELL students and throughout the year as the need arises. Our fully functioning PTA focuses on academic, social, and emotional issues. The SLT consists of fifty percent parents and meets twice a month to focus on curriculum and instruction. Parental involvement activities of ELLs may include trips to the museum, theater, farm, etc. planned by the classroom teacher and/or ESL Teacher in collaboration with classroom teachers, and outside support organizations. Translation services are provided by staff members, and/or parents who speak the parent's native language.

This is not always the case, but most parents speak broken English and/or one of the parents speaks English. Parents who do not speak English must have a translator. This is the greatest need. Teachers must be able to communicate to the parent the results of their child's assessments, be able to explain what the next steps are in order to improve the scores, what the parent must do to help the child - most parents' English is so broken that it would be very difficult for the child to receive quality instruction at home. To improve the situation, the ESL Teacher highly recommends that non-English speaking parents of ELLs take English as a Second Language.

The Parent Coordinator meets with the parents and families of ELLs and translates for the Spanish parents. The Parent Coordinator provides a tour of the school, describes the school's day-to-day functions and schedules, discusses school policy, and inquires about topics and issues of concern which could be related to themselves or their child/children. This feedback allows the Parent Coordinator to reach out to the necessary support staff at the school to help her design and plan upcoming workshops. Some of the workshops are topics ranging from health and nutrition, to parenting skills, and ways on how parents can support instruction at home. The Parent Coordinator also provides resources to parents based on the parents' needs.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

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

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 16K309 School Name: The George E. Wibecan Preparatory

Cluster: 2 Network: 207

**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.

Based on the Home Language Report data, there are four major languages: English, Spanish, Bengali, Fulani, and as of yesterday, Arabic. Translation services are needed for written and oral communication with school families. This includes translation of parent/teacher conversations, newsletters, and at workshops. ATS Reports can also help to determine the translation and oral interpretation needs of parents in our school. These services are available to all parents who require them, not just to parents of ELLs.

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.

There are thirty-two parents (mothers, fathers, guardians) who speak Spanish, Bengali, Fulani, and Arabic. Our major findings indicate that most parents, not all, some speak broken English, need written translation and oral interpretation to strengthen the parent and school partnership and to build a bridge of communication. These findings were shared with the school community through workshops and/or PTA meetings.

## 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.

Adult pedagogues and support personnel are utilized to provide translation services to parents. Letters, flyers, and newsletters are translated in Spanish by school staff. The school administration is responsible for ascertaining that the services provided are at a written level which represents a level of language that is objective and accurate. Parent volunteers translate for our Bengali families.

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.

Our interpretation services will be provided by adult pedagogues and support staff in the area of Spanish and/or French. Parent volunteers translate for our Bengali families. The school administration is responsible for ascertaining that the services provided are at an oral level which represents a level of language that is objective and accurate.

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

The translation information signs are posted in the lobby of our school. Budget funds have been allocated to support translation services in our school.