



**2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

23K156

School Name:

WAVERLY SCHOOL OF THE ARTS

Principal:

BEVERLY LOGAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Waverly School of the Arts School Number (DBN): 23K156
School Level: Elementary Grades Served: PreK-5
School Address: 104 Sutter Ave Brooklyn, NY 11212
Phone Number: 718 498-2811 Fax: 718 346-2804
School Contact Person: Beverly Logan Email Address: Blogan2@schools.nyc.gov
Principal: Beverly Logan
UFT Chapter Leader: Grace Small
Parents' Association President: Larney Hunter
School Leadership Team
Chairperson: Tracey Bean-Haye
Student Representative(s): none

District Information

District: 23 Superintendent: Mauriciere de Govia
Superintendent's Office Address: 1665 St. Marks Ave Brooklyn, NY 11212
Superintendent's Email Address: MdeGovi@schools.nyc.gov
Phone Number: 718 240-3677 Fax: 718 385-3768

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Beverly Logan	*Principal or Designee	
Grace Small	*UFT Chapter Leader or Designee	
Larney Hunter	*PA/PTA President or Designated Co-President	
Deatrice Griffin	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tracey Bean -Haye	Member/Teacher	
Catherine Vail	Member/Teacher	
Gaylene Durrant	Member/Parent	
Ingrid Morgan	Member/ Parent	
Debra Gray	Member/ Parent	
	Member/Teacher	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 156K, the Waverly School of the Arts, is a Pre K-5 school located in Brownsville, Brooklyn. We currently have 811 students, 18% of whom are students with disabilities (SWDs), 3.5% of who are English Language Learners (ELLs). We share our school building with I.S. 392, housed on the fourth floor. Waverly School of the Arts prides itself on addressing the whole child in a nurturing, safe environment - which is our school mission. We provide such arts experiences like ceramics, photography, dance, African drumming (and others) for our students. We have recently been named a Community Learning School under the United Federation of Teachers and we won the AIDP grant through the Department of Education. We decided that the CBO partner during the AIDP grant period will be United Federation of Teachers. We have a 21st Century grant that is in its second year of three years. Our community partnerships include CBOs such as Community Works, OPUS, and Creative Connections. Brooklyn Community Services, through our DYCD grant, provides an after- school program for our students.

One challenge that we face is large class sizes. District 23 recently became an open enrollment district and our school is an open-access school. We also face a challenge when trying to recruit teachers due to the local neighborhood's poor reputation for safety. Due to the demographics of the community and the social-emotional profile of many of our students, we continue to face the need to sustain the stamina and well-being of our teachers to enable them to provide sustained support of the students' social and emotional health.

Last year we made growth in tenets 2 and 6. We have strengthened our communication with parents through the implementation of our website and engaging parents in more workshops. In tenet 2, growth was demonstrated by the progress made by our SWDs and the doubling of the number of students who achieved Level 4 on NYS exams.

23K156 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	810	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		87.9%	% Attendance Rate	88.5%
% Free Lunch		89.0%	% Reduced Lunch	2.6%
% Limited English Proficient		2.7%	% Students with Disabilities	20.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	78.2%
% Hispanic or Latino		19.5%	% Asian or Native Hawaiian/Pacific Islander	0.1%
% White		0.8%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	8.46
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		16.6%	Mathematics Performance at levels 3 & 4	21.4%
Science Performance at levels 3 & 4 (4th Grade)		83.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
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		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: School leaders and faculty have strategically refined the curricula to align with the Common Core Learning Standards emphasizing rigorous tasks that promote high level thinking across grades (from Principal Performance Observation). Needs: There is a need to re-calibrate the balance of science and social studies content and skills into interdisciplinary units. (from 2013-2014 Alternate Quality Review Feedback)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school community will broaden their planning around the CCLS integrating experiences from both literary and informational texts and applying science and social studies skills to tasks and discussions which will produce rubric aligned work products.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed 			

<ul style="list-style-type: none"> to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Teacher Teams will meet after school twice a month for 2 hours to collaboratively plan on each grade.	Teachers	January - May	Assistant Principals, Team leaders
Conduct a book study with teachers and paraprofessionals on the book entitled <u>The Highly Engaged Classroom</u>	Teachers, Paraprofessionals	March- June	Assistant Principals, Principal
Communication with parents to include highlights of this work integrating science and social studies tasks. Ongoing workshops and information to parents about CCLS.	parents	January - June	Team Leaders, Teachers and school leaders
Teachers engaged in collaborative planning and professional learning (book study) will further develop teacher-teacher trust	teachers	January- June	School Leaders, Team leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers, Principal, Assistant Principals, CCLS, NYS Science Frame works, Scope and Sequence in Social Studies, After school time

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By March 2015 each grade will have at least 2 units completed.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: The school culture of trust and respect where students are well-known by the staff and targeted supports are provided to align with students' learning needs and experiences. (PPO) Needs: Develop and implement opportunities and processes for teachers and school staff to practice strategies to enable them to provide sustained support of student social and emotional developmental health. (AQR)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the entire school community will be exposed to strategies that promote good health, exercise, less stress and continue to support a culture of mutual trust, resulting in a 1% increase in student attendance, a 5% decrease in OORs-reported incidences and improved results in student Fitness Gram results.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Continue develop sports programs - soccer, basketball, stepping program and martial arts program.	Students, staff, parents	January-June	Principal, teachers, Aps, staff, community
Continue to build school spirit by honoring those employees who go above and beyond in servicing our school community through our Employee of the Month practice.	Staff	November-June	Principal. Assistant Principals
Providing incentives to improve student attendance and lateness	Students	November-June	Teachers, Aps, Principal
Parent workshops (i.e., Speed reading, Zumba dance classes,	Parents	January-June	Principal, parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Soccer balls, basketballs, gym equipment, per session for teachers, family workers; incentives for parents.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By January 31 st , we will look at the number of incidents that have occurred from September –January and compare that to pro-rata data from the previous year to see whether we are on track to meet this year’s goal. We will also look at Fitness-Gram data to see if there is a decrease in the number of students who are overweight this year compared to last year.				
Part 6b. Complete in February 2015 .				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: The school leader ensures that teachers are engaged in professional collaborations to develop curriculum and assessment, analyze student work and plan instruction resulting in CCLS integration. (PPO) Needs: Strengthen assessment practices to include meaningful feedback and reflect varied use of ongoing checks for understanding during lesson delivery so that all students demonstrate increased mastery. (PPO)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers on all grades will increase their use of internal and external assessment data to plan for focused small group instruction in ELA. By June 2015, 75% of students will make progress as evidenced by their Fountas and Pinnell reading levels improving by two levels.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, 			

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Through the use of teacher teams, grade meetings, and instructional rounds teachers will be given the opportunity to analyze data, group students according to their needs and plan lessons centered on the CCLS and their groups of students' needs.	Teachers	January 2015-June	Administration, team leaders
Provide professional development opportunities for individual teachers on small group instruction.	Teachers	January-June 2015	CITE, Administration, Teachers
Intervention programs for students with disabilities, English language learners and students scoring at level 1.	Students	January-June	Teachers, paraprofessionals, Aps Award reading program, Great Leaps program
After school program for grades 3-5, 2 times a week for 2 hours.	Students	January-May 2015	Teachers, APs, Ready test prep

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Great Leaps program, 3 workshops and follow up hours for teachers with CITE, Award Reading Program, Ready test prep books

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Within each program a January 2015, mid-year, benchmark assessment will be administered and teachers will analyze the data in order to adjust to meet student needs.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: The school leader strategically utilizes resources and makes organizational decisions to address student needs and provide interventions to meet the school’s instructional goals and increase student achievement. (PPO)
By becoming a Community Learning School we are embracing family and community involvement in the school.
Needs: Develop a process for peers to be involved in cycles of observation that provide constructive and instructive feedback. (AQR)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 school leader will build the capacity of teachers and teacher leaders in the building by establishing a structure for teachers to share best practices, leading to 25% of teachers facilitating a professional learning session as demonstrated by professional development agendas.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Through their cycles of teacher observations, school leaders will identify best practices to be shared with school community	Teachers, parents, students	January- June 2015	Principal, Assistant Principals
Leadership Book Club: teachers will be invited to participate in a book study on The Leverage of Leadership	Teachers	March- May	School leaders, Teachers
Teachers will share their best practices with each other at teacher team meetings conducted during the Monday professional learning time	Teachers	November- June	School leaders, team leaders
Using protocols for professional learning sessions will establish a consistent, more objective approach, thereby fostering trust amongst colleagues.	Teachers	January - June	School Leaders, Team Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teach boost, purchase of 20 copies of Leverage of Leadership, per session for the book club 20 teacher, 2 AP's , Principal,

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
By March 2015 we should see an increase of teachers turn keying best practices to their colleagues and during observations we should see those best practices being used throughout the school.				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: The school creates a culture of trust and respect where students are well-known by the staff and targeted supports are provided to align with students’ learning needs and experiences. (PPO)

Needs: Continue to develop relationships with community services to address identified family

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will work to strengthen partnerships among staff, students, parents and community in the spirit of becoming a Community Learning School which will support teaching and learning for our community members. This will result in higher percentages of teachers and parents responding positively across several School Survey questions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to 			

impact change <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Establish an advisory board for Community Learning School project.	Parents, staff, community members	January-June 2015	Parents, staff, United Federation of Teachers (CBO Partner, community partners)
Parent Workshops, i.e., computer, knitting, African Drumming.	Parents, staff, students	January-June 2015	Parents, Aps, Staff
Staff, students and parent workshops for exercise, health and nutrition.	Parents, staff, parents	January – June 2015	Assistant Principals,
Workshops and activities will afford participants opportunities to work together with each other, building trusting relationships.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Leadership project, parents, students, APs, community partners

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
A pre and post survey will be administered to identify the needs of the community and to see if those needs have been addressed or met according to different constituents.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students whose F and P reading levels are below grade level, students who are intensive on Dibels assessment, students who scored level 1 or 2 on the ELA exam	Students will be engaged in literary skills and literature circles. They will also use Award Reading, myON reading program, Great Leaps,	Small group	Saturdays, After School, during the school day
Mathematics	Students who scored level 1 or 2 on the Math exam; students who scored really low on BOY math inventory	Students will participate in Mathematics, ST Math, math club	Whole class, small group	During the school day, After school, Saturdays
Science	Students who are recommended by the science teacher	Hands on experiments	Small group	During the school day
Social Studies	Students who showed struggle with non-fiction text on unit exams	Content Reading, Non-fiction text	Small group	Afterschool, Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referrals, antidotal, staff observations	Counseling, play therapy	Small group	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

PS. 156 will, wherever possible, recruit teachers who are appropriately certified through the office of Teacher Finder, as well as using the Open Market System. Those teachers who are not certified will be monitored frequently and provided with counseling by school leaders. We will continue to provide high quality professional development during grade conferences, lunch-and-learns, after- school and on Saturdays. These services will be provided by our Teacher Center Specialist, our master teachers, our staff through inter-visitations, our network’s achievement manager and through outside consultants. All professional development will be geared toward meeting the needs of our staff in promoting high quality instruction.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

We will engage in professional learning activities led by our network, Dept. of Education and other agencies in order to learn about how to best implement CCLS. We will then model and practice in our teacher teams and grade meetings.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

We provide opportunities for day care facilities/programs to come and tour the school. We provide family workshops for the pre K parents to help their children transition from preschool to Kindergarten.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers work in their inquiry teams where they analyze student work and students' assessments to determine their needs. They then strategize with their colleagues and share their best practices in order to meet their students' needs.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	167,944	X	8-17
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,558,209	X	10-17

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **[PS 156]**, 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 the school and the families. The 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 the school community. **[PS 156]** 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 the school community;

The 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. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

School-Parent Compact (SPC) Template

[PS 156], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 23	Borough Brooklyn	School Number 156
School Name Waverly School of the Arts		

B. Language Allocation Policy Team Composition [i](#) 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 Beverly Logan	Assistant Principal Beth Albano, Ronda Phillips
Coach type here	Coach type here
ESL Teacher Claudia L. Morales	Guidance Counselor type here
Teacher/Subject Area Oceania Reyes/Testing Coord	Parent type here
Teacher/Subject Area type here	Parent Coordinator Carolyn Smith
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	754	Total number of ELLs	34	ELLs as share of total student population (%)	4.51%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	28	0	2	3	0	0	3	0	0		34

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	28	0	2	3	0	0	3	0	0	34
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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
TOTAL	0													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	1	0	1	3	1								6
Intermediate(I)	0	2	2	1	2	0								7
Advanced (A)	2	3	0	3	2	2								12
Total	2	6	2	5	7	3	0	0	0	0	0	0	0	25

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	0	1	5	0	1		8
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Early literacy skills are assessed in several ways. We use Fountas & Pinnell Benchmarking, DIBELS, and ECLAS-2 for students that do not benchmark on DIBELS. We also use teacher-created letter recognition and sight word assessments to track progress. The Spanish LAB and informal assessments are often used to determine an ELL's literacy skills in their native language. Fountas & Pinnell running

records provide insights about the comprehension and fluency skills our ELLs need to work on. Phonics and reading instruction is guided by the needs discovered through these assessments. Running records allow the classroom and ESL Teachers to form guided reading groups by reading level, and helps to involve the students in their learning progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The broad patterns that are revealed by looking at NYSESLAT 2011-2012 data are that our students continue to be more proficient in Listening and Speaking than in Reading and Writing, and NYSESLAT 2012-2013 reveals that most of our eligible and entitled ELLs are at the Intermediate and Advanced levels of proficiency. This contrasts with the Beginning and Intermediate scores that our recent entering students tend to receive. This indicates when our students first arrive at PS 156, their proficiency in English is rather limited. After 1-2 years of ESL services, their scores tend to rise 1-2 levels. This indicates that our ESL program, and the instruction students are receiving in the general education classroom are moving students toward English language proficiency.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Since we have a relatively small sample of ELLs in the testing grades, our content area results are somewhat limited. A look at our Math data reveals that in the 3rd grade, three students are at a Level 1, one student is at a Level 2, and two students are at a Level 3. In the 4th grade, seven students are at a Level 1, and one student is at a Level 3. Our focus remains to raise the achievement of the students at Levels 1 and 2 while maintaining the strong performance of students at Levels 3 and 4. Utilizing ESL and explicit learning strategies during Math instruction can help us accomplish this goal. A look at ELA data reveals that in the 3rd grade, two students are at a Level 1, and two students are at a Level 2. However, in the 4th grade, one student is at a Level 1 and three students are at a Level 2. Our focus is to raise the achievement of the students at Levels 1 and 2 while developing their vocabulary and improving writing skills. Utilizing ESL and explicit learning strategies during ELA instruction can help us accomplish this goal. In Science and Math only two students took the Spanish version, therefore we do not have enough data to formulate a pattern.
 - b. School administrators and teachers use the results of the ELL Periodic Assessment in several ways. The first is using the data gathered to drive instruction. A skill analysis is performed, and when a group is found to be weak in a particular skill, emphasis is placed on that skill. Additionally, native language is supported through the use of cognates, a bilingual alphabet chart, and culturally relevant texts, glossaries and dictionaries.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
To begin with, our school has a clear understanding of their ELLs' native language and English proficiency, which is evaluated in accordance with NYC DOE guidance. Core Tier 1 instruction and Tier 2 and 3 interventions for ELLs are culturally relevant and linguistically appropriate, in addition to being research- and evidence-based. Other background variables such as immigration patterns and/or disruption in formal education are also considered when evaluating the impact on ELL achievement in an English-speaking classroom. Using RTI enables students to receive assistance at their level of need, promptly.
Data from screening and progress monitoring assists in driving decisions about instruction and intervention, as well as provide teachers and parents with valuable and current information regarding a student's performance.
A multi-tiered system of support provides flexibility to access interventions as needed. For example, a student can move from Tier 1 to Tier 2 and back to Tier 1 within a relatively short period of time as seen with the integration of fluid small grouping.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language development is supported through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students are encouraged to also write the word in their notebooks, draw a picture of the word and some students may have it translated into their native language. Additionally, content area materials are provided in English. Students are exposed to texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the second language during instructional time occurs within the framework of the ESL class as well as in their respective classes.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a parent or guardian registers a child at PS 156, they are greeted and guided through the registration process by the pupil accounts secretaries and the ELL Coordinator/ESL Teacher. Parents complete registration forms, which include the "home Language speaking parent." Our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages. The HLIS is immediately reviewed by the licensed ELL Teacher/ESL Coordinator. When the survey indicates a language other than English, an informal interview is held with the family in the native language, conducted by the ESL Teacher or a pedagogue trained in students intake procedures, to determine whether the child is a potential ELL and an OTELE code is entered in ATS. Eligibility for the LAB R testing is determined by the ELL Coordinator/ESL Teacher based on the parents' responses on the HLIS. The LAB-R administered by the ESL Teacher to all students with a home language other than English within ten days of registration. If the LAB –R results indicates that a Spanish speaking child is entitled to ESL services, the ESL teacher administers the Spanish Lab to determine language dominance and program options available to the student. Each Spring, students are evaluated through the administration of the NYSESLAT until they receive a score of Proficient. NYSESLAT data is analyzed to determine trends in the modalities of listening, speaking, reading and writing. ESL programming is modified based on NYSESLAT data to ensure student needs are met.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents or guardians are informed that once the LAB-R is administered to their child, within ten school days, that they will be notified of their entitlement and invited to an orientation session by an invitation in a letter delivered home in the home language. At the beginning of the school year, multiple orientation sessions are held at various times to accommodate parent schedules. The informational video is used as part of the orientation session, which acquaints parents of ELLs "with all opt home are used when parents are unable to attend orientations. Parents are encouraged to come into the school for a one on one meeting with the ELL Coordinator if they are comfortable in that setting. ions in regard to program placement. The dual language, transitional bi lingual, and free standing ESL programs are described in detail. We use translated DVD's, videos from NYCDOE website, and pass out brochures in their home language. After the informational video, the ELL coordinator further explains the three programs available in New York City and answers any additional questions parents may have. Parents complete the selection forms and the ESL coordinator reviews parent choice. If Transitional Bilingual Education TBE is chosen, the parent is informed, due to parental choice, there is no bilingual program at PS 156 at this time. However, if parent choice were to change, their children would be placed in such a class, while being serviced through a monolingual ESL pull out in the interim. When parents' top choice are not met by the school's current offerings, the ELL Coordinator, an administrator, and the parent meet to discuss alternate options, including transfer to a bilingual program within the district. One to one meetings, phone conversations, or informational packets home are used when parents are unable to attend orientations. Parents are encouraged to come into the school for one on one meeting with the ELL Coordinator if they are more comfortable with this option.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Entitlement letters in the home language are sent home with students to inform parents that their child is entitled to services based on the LAB R test. Parent Survey and Selection forms are sent home with students, with a due date and parents orientation date clearly indicated on the form. Survey and selection forms are distributed at orientations to be completed after viewing the video. Follow up phone calls are made and additional orientations are scheduled to encourage those unable to attend earlier orientations to return their program selection forms. If parents do not return their selection forms, students are placed in the default program that is available at PS156 based on the existing ELL population. These forms are stored in a file cabinet in the ESL room. Also, updating the ELPC screen in ATS will occur within the 20 days prescribed.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

The ESL teacher along with the Testing Coordinator determine who is eligible for the NYSESLAT. Every month, the ESL teacher checks the RADP which lists students who have been admitted and discharged. She also checks the RLER which lists eligible students. The speaking section is administered individually. The other sections are administered in the following order: listening, reading and writing. The ESL teacher and Testing coordinator certify that proper test accommodations are in place for all ELL students and that staff has been trained on testing accommodations and procedures.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
The ESL program is organized as a Pull-Out model. The program model is generally heterogeneous (of mixed proficiency levels).
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Plan instruction based on what is known about the student's current level of performance and his or her literacy experiences in L1 and L2. Evaluate the potential effect of the process of L1 and L2 acquisition on current performance. Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area instruction.

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

a. There are currently no SIFE students included in the ESL program. In the case of SIFE students, assessments from ECLAS and Dibels, as well as Go Math, and teacher observations and writing samples would provide the ESL and classroom teacher with information about the needs of the students. Then a specific instructional plan would be created to meet the needs. Also, student needs would be reassessed on a regular basis to see if student goals are being met.

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

Songs, rhymes, and poems are used to aide beginner students. Visual aides are used to give language and vocabulary context. Word walls with illustrations and physical manipulatives are also used to reinforce vocabulary development, understanding, and usage. Letter and number strips are used to reinforce for newcomers the letter and number formation as well as the sounds associated with the letters. In addition, read alouds, think alouds, and discussion with fiction and non fiction big books, and individual copies of texts are used to reinforce higher order thinking skills and content comprehension. Furthermore, the ESL teacher integrates intensive oral/aural language activities to secure listening/speaking skills. .

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

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

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

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

d. Long term ELLs would receive similar instruction to ELLs receiving between four to six years of service. ELLs identified as students with disabilities are fully integrated with general education students in ESL groups. They receive the 360 or 180 minutes of services weekly that their proficiency level indicates.

e. Former ELLs in years 1 and 2, after testing Proficient in NYSESLAT, receive continuing testing accomodations and academic suport for 2 years. This transitional support includes Close Workshop, Writing Workshop and extended day ELA and Math.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Currently, there are two ESL-SWD students being pulled out for ELL services. To help these students achieve their IEP goals and

attain English proficiency within the least restrictive environment, the ESL teacher conducts meetings with their respective classroom teachers and support service providers. These students are included in the groups with general education students for the duration of the ESL instructional periods. Furthermore, the ESL teacher uses different strategies that help students to acquire academic language, and uses context to figure out unfamiliar words and expressions, as well as one on one instructions, buddy-peer mentoring, manipulatives, or a behavior plan when necessary. The ESL teacher uses challenging but understandable materials. The teacher encourages students to participate in group discussions, and students gain advantage by receiving feedback from the teacher and their peers through explicit instruction and modeling.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

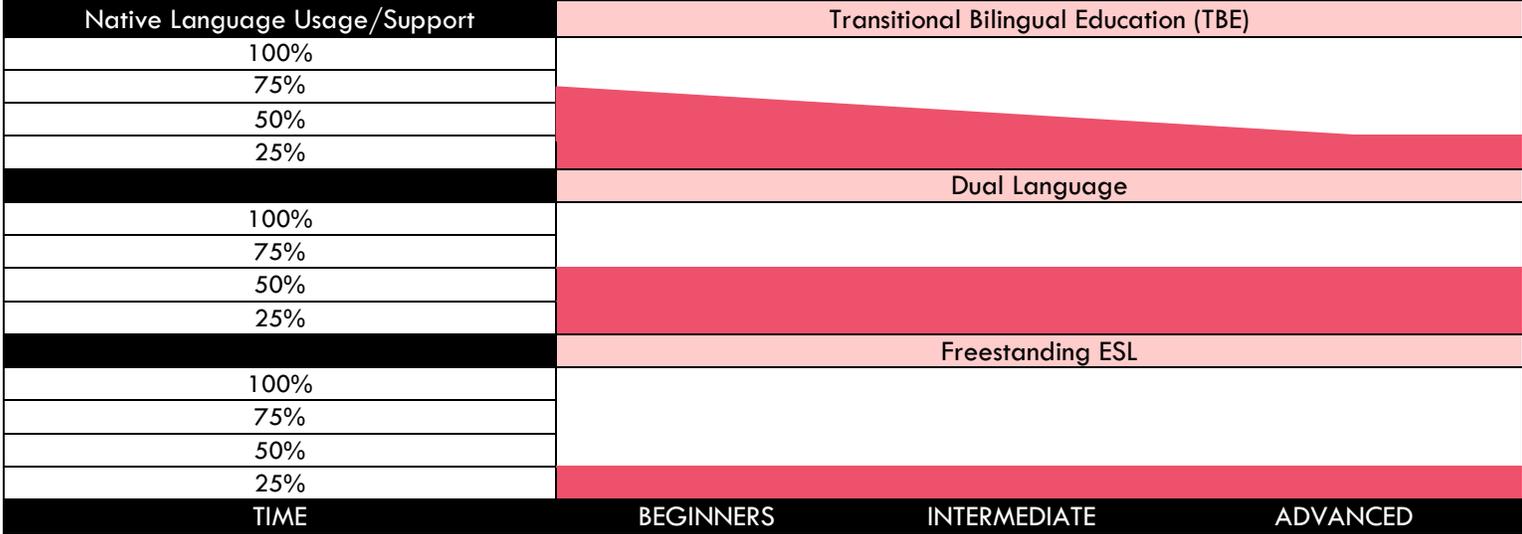
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention programs includes our Title III program which will include a mentoring program where students are tutored or provided homework help as well as enrichment during afterschool. These include the Lexia program, which has instructional resources for students. We will also provide guidance on how to use the "Ticket to Read" program that we have adopted, and introduce parents to other online resources. We anticipate serving approximately 20 students in this enrichment program. We will offer this program on Wednesdays after school from November through May. The service providers will be fully certified teachers with ESL or Bilingual Licenses. ELLs will receive additional support through their participation in Saturday Academy, which will be offered from November to May. This will provide support in ELA, math, and other content areas for all ELL subgroups. Several measures have been taken to ensure the continued success of students who achieve a score of proficient on the NYSESLAT. First, the parent is informed that their child is no longer mandated to receive ESL services, but may elect to have their child continue receiving ESL services for the critical transitional year. If the parent chooses this option, the child will be seen 3-4 times per week in a group consisting only of students who have scored at the Advanced and Proficient levels. Academic Intervention Services (AIS) are also offered to transitional ELLs who appear to need additional support to succeed in the monolingual classroom.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The success of the ELL program is evaluated based on student data and its analysis. The ESL program is designed to intensify instruction in a variety of modalities that include: Total Physical Response, the natural language approach, the content based approach, as well as the language experience approach. Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area instruction.
- Instruction is based on New York State "English as a Second Language" standards. Lessons are always crafted to enable students to use English to communicate in social settings, to use English to achieve academically in all content areas in the classroom, and to use English in socially and culturally appropriate ways.
- The ESL teacher supplements both math and reading skills through fiction and nonfiction stories that provide content through which mathematical concepts, patterns, problem solving, and real-world contexts may be explored in read alouds, think alouds, discussion, written responses and teacher produced projects. This is done in a small-group instruction setting.
11. What new programs or improvements will be considered for the upcoming school year?
- P.S. 156 programs are continually being evaluated as to whether they are meeting the needs of our students. This is measured through data obtained from assessments, classwork, teacher observations, portfolios and projects. Should any program be deemed as not meeting the needs of the students, or as an improvement for the upcoming year, a team of teachers evaluate various programs and decide what changes should be made.
12. What programs/services for ELLs will be discontinued and why?
- There will be no discontinued programs for ELLs
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Equal access to all school programs is ensured by information being distributed in the home language. Another after school program for ELLs will be offered in addition to the mainstream after school program. In this after school program, ELLs receive additional instruction using ESL strategies, with a focus on vocabulary development and test sophistication.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Since, technology is an important instructional tool in the ESL classroom, the SMARTBoard is utilized in order to provide extra visual aides and context for lessons using the internet. A listening center is also incorporated into ESL instructional time, where students are given opportunities to listen to books and complete activities related to thematic units. Reading A to Z is utilized to expose students to a wide variety of authentic texts at their level. The ESL classroom has a vast library, which ensures students are exposed to a wide variety of genres, reading strategies, and vocabulary. Bilingual dictionaries are always available to students, and native language supports are provided by the instructor for beginners when necessary.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is supported through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students are encouraged to also write the word in their notebooks, translated into the native language. Students are exposed to texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the native language during instructional time occurs only when absolutely necessary within the framework of the ESL class,

and usually with new arrivals to ease them into their new school experience.

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Our ELL parents are involved in their children's education in several ways at PS 156, and we are also implementing new programs to spark additional involvement as well. Parents are invited to the monthly orientation sessions, parent-teacher conferences, monthly strand performances, and are updated regularly on their children's progress. Within the first few weeks of school, curriculum days provide an opportunity to learn about student curriculum and meet the teachers. During parent-teacher conferences, parents have the opportunity to meet and discuss student progress with classroom teachers, related service providers, and the ESL teacher. Translation services are available as needed during these events. Additionally, our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages.

2. Learning Leaders collaborate with PS 156 to assist parents with workshop suited to their needs. Translation services are available as needed during these events. Our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages.

3. ELL parent needs are evaluated formally through the learning environment survey. Informally, regular discussions with parents at dismissal, phone calls home, and e-mails keep us in tune with what parents need. Many parents have expressed concern they are not able to help their child with their homework or read to their child in English. Our Title III after school program with homework help and access to the ESL classroom library (complete with Spanish and English books) will empower parents to help their students complete their homework and read outside of school. Translation services are available as needed. Our teachers speak both English and Spanish. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages.

4. Our parents indicated via the learning environment survey that they would like additional afterschool programs as well as increased interaction with technology. The side-by-side parent and student gym program we are implementing with grant money, as well as the G.E.D. program being offered should also entice parents who have not yet become part of the PS 156 community to join us.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 Network: 401

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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