



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

**DRAFT – PENDING NYSED APPROVAL**

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

**16K309**

**School Name:**

**THE GEORGE E. WIBECAN PREPARATORY ACADEMY**

**Principal:**

**NICOLE A. PERRY**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The George E. Wibecan Preparatory Academy School Number (DBN): 16K309  
School Level: Elementary Grades Served: K-5  
School Address: 794 Monroe Street, Brooklyn NY, 11221  
Phone Number: 718-574-2381 Fax: 718-423-0643  
School Contact Person: Ms. Nicole Perry Email Address: nperry@schools.nyc.gov  
Principal: Nicole Perry  
UFT Chapter Leader: Sandra Cauthen  
Parents' Association President: Jaime Rivas  
School Leadership Team  
Chairperson: Jaime Rivas  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 16 Superintendent: Ms. Evelyn Santiago  
Superintendent's Office Address: 1010 Lafayette Ave., Brooklyn, NY 11221  
Superintendent's Email Address: ESantiago@schools.nyc.gov  
Phone Number: (718) 574-2834 Fax: (718) 935-4467

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 207 Network Leader: Felice Lepore

## 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:**

1. 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\*.
2. 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.\*\*
3. 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)
Nicole Perry	*Principal or Designee	
Sandra Cauthen	*UFT Chapter Leader or Designee	
Jaime Rivas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tamika Coleman	Member/ UFT	
Lenox Small	Member/ UFT	
Matthew Dennis	Member/ UFT	
Quinne Jackson	Member/ Parent	
Yolanda Houston	Member/ Parent	
Katrina Archer	Member/ Parent	
Lynette Lewis	Member/ Parent	
	Member/	

\*\*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
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> 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</li> </ul>

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:

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

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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.

P.S. 309K, The George E. Wibecan Preparatory Academy, is committed to preparing students to lead rich and productive lives, as thoughtful, intelligent, creative and giving individuals. Through rigorous standards driven curriculum and tailored instruction, we cultivate all of our students' verbal, mathematical, scientific, artistic, and social abilities, as we develop their moral character. We believe that children learn best in an environment that promotes collaboration, celebrates their talents and skills, and is sensitive to learning differences. Our school community works with families and the community to make this mission a collective vision and develop our scholars into future leaders.

We are very proud of the efforts that our scholars are making towards reaching proficiency. Students are finding reading to be enjoyable, writing to be an opportunity to share their deep understanding of new topics and concepts, and math to be an exciting challenge, now that we have adopted two new curricula. On the 2013-14 ELA exam, 12.9% of our students tested higher than in the previous year and our school's average proficiency rating in ELA rose by 0.25. In Mathematics, our school's overall proficiency percentage grew 6.1% higher than last year's score and our average proficiency rating in math increased by 0.23 since the previous year. We believe that our students are finding their learning experience to be rewarding and fun, resulting in higher scores and proud children.

Throughout the year, we plan field trips that align to the different units of study. Through these trips we enhance the students' knowledge and provide real life experiences. We use videos and/or movies to support the content being taught throughout the various subject areas. Through these activities, the students can visualize what they have learned and watch the content come to life.

Our school is partnered with many fabulous community based organizations. We thank Councilwoman Darlene Mealey for providing us with an exciting and enriching afterschool program through SASF. Parents appreciate the tutoring support that students receive through the program and the sports activities that students participate in daily. Another program that our school is currently partnered with is Morningside Center for Teaching Social Responsibility. Through this program students' are learning problem solving skills, as well as developing their social and emotional well - being.

Students and families learn how to create healthy and nutritious meals through our partnership with CookShop, a program provided by the New York City Food Bank. Our students explore, discover and prepare healthy foods and learn about nutrition. The best part of the experience is that parents who participate leave with fresh ingredients to cook at home and share with their families. We also work with the City Parks Program, which supports our efforts to teach the students we serve how to grow various types of fruits, vegetables, herbs and flowers that thrive in our community. Students bring their knowledge back into the classroom and participate in various activities to extend what they have learned.

We use "Move to Improve" to engage our students in movement and exercise to promote a healthy lifestyle as well and the Mighty Milers program is used to excite and stimulate our students in the areas of health and fitness during physical education time.

As a community resource for families, parents, and students an extension of the Bedford-Stuyvesant Family Health Center is housed right on our main floor. They provide our students and families with immediate medical attention and care.

Our students in 4<sup>th</sup> and 5<sup>th</sup> grade participates in "Studio in a School." Through this program, a nutritionist educates our

students about different fruits and vegetables found in our community. Through discussion and tasting, students learn about textures and the nutritional value of specific fruits and vegetables. This is then applied in an art activity where students create original drawings and paintings to represent the fruits and vegetables they have been learning about with the guidance of an artist.

Our students also participate in the Dancing Classrooms Program. Through this program students are inspired to do well, respect one another and most importantly to be proud. They develop their social skills, fitness and the importance of working together and being part of a team.

With the implementation of these various programs, P.S. 309 has become a school that provides a warm, inviting and safe learning environment that students, parents, families and stakeholders can be proud of.

## 16K309 School Information Sheet

School Configuration (2014-15)

Grade Configuration	PK,0K .01,02, 03,04, 05	Total Enrollment	262	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	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.8%	% Attendance Rate			91.8%
% Free Lunch	87.5%	% Reduced Lunch			1.4%
% Limited English Proficient	5.9%	% Students with Disabilities			28.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			71.5%
% Hispanic or Latino	25.0%	% Asian or Native Hawaiian/Pacific Islander			2.4%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.26	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.76
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	16.5%	Mathematics Performance at levels 3 & 4			18.2%
Science Performance at levels 3 & 4 (4th Grade)	77.8%	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					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (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				
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				
<b>Accountability Status – High Schools</b>					
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.	D
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.	D
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.

When looking at the **Student Progress Section** of the 2013-14 School Quality Guide, we saw a significant increase of 18.0 points from 56.5 to 74.5 for our ELA Median Adjusted Growth Percentile for all 4<sup>th</sup> & 5<sup>th</sup> grade students. Our Median Adjusted Growth Percentile for our Lowest Third in ELA for grades 4 & 5 also increased from 81.0 to 87.0 (6 point increase). For Early Grade Progress (Grade 3 Only), we had a significant increase in ELA from 0.49 to 1.71. An increase of 1.22.

Although we made significant gains in Student Progress, we still need to increase our Student Achievement in ELA. When looking at the **Student Achievement** of the 2013-14 School Quality Guide, 16.5% of our students in grades 3-5 were proficient (scored between a 3.0 and 4.5). It is 12.9% higher than last year’s score, but it is 11.5% lower than the city average of 28%. Our Average Proficiency rating in ELA was 2.27. Last year the Average Proficiency rating was 2.02. We had a significant increase of 0.25 from the previous year.

### 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.

In order to ensure that students have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities teachers will make meaningful decisions when planning for instruction with a focus on alignment to the CCLS, student data and coherence across the grade to select instructional strategies matches the

content and cognitive complexity in the standards and to raise the cognitive complexity of student learning so that by June 2015 there will be an increase of 3% in the number of students meeting or exceeding proficiency on the New York State English Language Arts Exam given in April 2015 as compared to the April 2014 ELA exam.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All teachers will implement the new Common Core-aligned ReadyGen literacy curriculum in grades K – 5.	K-5 Students	Sept. 2014 to June 2015	Principal, Assistant Principal, Teachers, Paraprofessionals
Administrators and teachers will monitor student progress by tracking student proficiency on Running Records, ReadyGen Performance Based Assessments, and Periodic Assessments (3-5 students only).	K-5 Students	Jan. to April 2015	Principal, Assistant Principal, Teachers, Paraprofessionals
Saturday Academy will target student subgroups (on and above grade level) to increase short response and extended response performance on the NYS ELA exam given in April 2015	K-5 Students	Sept. 2014 to June 2015	Principal, Assistant Principal, Teachers, Paraprofessionals
Upper grade classes will participate in the Reading Plus interactive online literacy program every morning for 30 minutes to increase reading proficiency, speed, and stamina.	2-5 Students	Sept. 2014 to June 2015	Principal, Assistant Principal, Teachers, Paraprofessionals

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
ReadyGen curriculum and materials, Reading Plus online program, Test Ready materials

**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.												
Priority Focus Funds will be used for this endeavor.												

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
Running Records will be used to monitor reading progress at least 4 times during the year. Administrators will track writing and math progress on a monthly basis. Reading Plus uses computerized methods for ongoing progress monitoring that will be accessed by teachers and

administrators on a biweekly basis.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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.	H
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.	H
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.	H
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.

A review of the 2-13-14 OORS report shows a decrease of level 5 incidents by 100% as a result of our partnership with Morningside Center for Teaching Social Responsibility and the support of our Guidance Counselor and Climate and Culture Committee. There is a need to develop a team of students who will help mediate issues during recess, when situations arise and need resolution using a reliable system and protocol to reduce level 4 incidents. There is also a need to develop a reliable, technology based system for tracking behaviors and adjusting our ladder of intervention in order to reduce the amount of visits to the School Aide In Charge of Discipline (SAID).

### 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.

In order to improve the school’s approach to culture-building so that it is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school’s goals, we will meaningfully involve teacher, parent and student voice in decision-making to initiate, guide and lead school improvement efforts so that by June 2015 there is a 10% decrease of level 4 and 5 incidents identified by the NYC DOE Discipline Code and submitted OORS reports.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Morning side Center for Teaching Social Responsibility will support the school with developing a peer mediator program and train support staff to manage the team appropriately.	All grades	January 2015 to June 2015	Guidance Counselor, Culture and Climate Committee, SAID, Assistant Principal, Principal
Create a SAVE room where both the Guidance Counselor and SAID work together to address undesirable behaviors using proactive and reactive methods.	All grades	September 2014 to June 2015	Guidance Counselor, SAID, Assistant Principal, Principal
Use a technology based system such as Class DoJo and the Remind App to communicate social performance to parents daily	All grades	January 2015 to June 2015	Guidance Counselor, Culture and Climate Committee, SAID, Assistant Principal, Principal
Three public Town Hall appearances from NYPD Youth Officers from the 81 <sup>st</sup> Precinct to discuss the effects of bullying and to share messages around safety with our AAA Safety Patrol.	All grades	September to June 2015	Guidance Counselor, Culture and Climate Committee, Parent Coordinator, SAID, Assistant Principal, Principal

**Part 4 – Resources Needed**

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

Morningside Center for Teaching Social Responsibility  
AAA Safety Patrol  
IPads  
computers and laptops

**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	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		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:

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

Monthly PPT meetings

Climate and Culture Meetings in February, April, and June

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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.	D
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.	D

**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.

Feedback from our **2014 Quality Review** indicates that while teachers meet on a regular basis and plan together, there is a need to increase teacher expectations and instructional rigor. Teacher teams need to analyze the ReadyGen curriculum and make revisions to ensure high expectations and instructional rigor. Teacher teams need to analyze student work according to rubrics using the norming process and use that data to revise future ReadyGen lessons.

### 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.

By June 2015 30% of students in grade K-5 will improve a minimum of one performance level on the final ReadyGen performance assessment from the initial assessment administered in September 2014.

### 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?
<ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student</li> </ol>			

subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
All teacher teams will revise each ReadyGen Module's Performance Based Assessment to ensure common core alignment and increased rigor.	K-5 Students	Sept. 2014 – June 2015	Principal, Assistant Principal, Teachers, Paraprofessionals
All teacher teams will use backwards planning to create and implement ReadyGen lessons that support increased rigor, based on the revised Performance Based Assessment.	K-5 Students	Sept. 2014 – June 2015	Principal, Assistant Principal, Teachers, Paraprofessionals
All teacher teams will revise ReadyGen rubrics to align with the redesigned PBAs. Teacher teams will score the ReadyGen PBA's together using the revised rubric and the norming process.	K-5 Students	Sept. 2014 – June 2015	Principal, Assistant Principal, Teachers, Paraprofessionals
Administrators and teachers will monitor student progress by tracking student proficiency on the Performance Based Assessments for each ReadyGen module.	3-5 Students	Jan. – April 2015	Principal, Assistant Principal, Teachers, Paraprofessionals

#### **Part 4 – Resources Needed**

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

Professional literature, outside partnerships and agency supports, Professional development opportunities, Systems to collect and store data: Class Dojo  
Instructional coaches, Thinking Maps

#### **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
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority Focus Funds will be used for this 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.

Running Records will be used to monitor reading progress at least 4 times during the year.

Administrators will track writing and math progress on a monthly basis.

Reading Plus uses computerized methods for ongoing progress monitoring that will be accessed by teachers and administrators on a biweekly basis.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. 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.

A review of the NYC School Survey for 2013-14 demonstrates that 91% of stakeholders are satisfied with the school's instructional core and 86% of stakeholders are satisfied with the systems for improvement set in place. There is a need to meet or exceed the Citywide satisfaction average for the instructional core, which is 92%, and systems for improvement, which is 89%.

### 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.

Provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice so that by June 2015, there will be a 2% increase in the number of teachers achieving an overall end of year MoTP rating of Effective or Highly Effective as compared to June 2014 final ratings in the Advance system.

### 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</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>2. 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).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>		<i>date?</i>	<i>activity/strategy?</i>
Increase the frequency of evaluative and non-evaluative timely feedback based on Danielson's Framework so that all teachers receive targeted and differentiated feedback and support at least once a month.	All teachers	September 2014 to June 2015	Principal and Assistant Principal
Follow a TIP plan designed using Danielson's Framework and the Common Core Standards to support teachers with Developing MOTP ratings.	Developing Teachers with Developing MOTP Ratings	September 2014 to June 2015	Principal and Assistant Principal
Develop differentiated PD workshops for teachers and paraprofessionals to attend that focus on developing rigorous Common Core aligned tasks in ELA and Mathematics, supporting productive struggle and Grit, and understanding student behaviors through the use a book study.	All teachers and paraprofessionals	September 2014 to June 2015	Principal, Assistant Principal, Math and ELA Coaches and Leads.
Principal, assistant principal, coaches and teacher leaders attend workshops provided by the CFN207 Network to improve leadership skills and collaborate with colleagues to share best practices.	Principal, Assistant Principal, Coaches, Teacher Leaders	September 2014 to June 2015	CFN207 and Principal.

**Part 4 – Resources Needed**

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

Teachboost resources and website  
 Advance resources and website  
 Danielson's Framework  
 Monday PD schedule to accommodate 6 four week cycles for professional development sessions to occur from 2:20pm until 3:40pm.

**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.

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

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**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:

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

Principal and Assistant Principal will enter evaluative observations into the Teachboost system monthly and upload the final products into the Advance system.  
 Administrators will share trends with the teacher members in December, March, and June to offer a school-wide view of professional needs and growth.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## 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.	H
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.	D
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.

A review of the NYC School Survey reveals that 95% of parents agree or strongly agree that their child’s school keeps them informed of what their children are learning, we will improve our efforts to inform and educate our parents about new curriculum choices, educational strategies that can be used at home to promote learning, and the Common Core Standards.

### 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.

In order to collaborate with families as full partners in the learning and development of their children we will increase the number of face to face and virtual contacts designed to inform parents of what their children are learning as well as participate in sample activities that reflect the learning process so that by June 2015 there will be a 3% increase in the number of parents responding Agree/Strongly Agree to the prompt, “My child’s school keeps me informed about what my child is learning,” as measured by the New York City School Survey completed in March 2015.

### 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	Timeline What is the start and	Key Personnel Who is responsible for implementing
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3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
4. 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).			
5. Strategies to increase parent involvement and engagement			
6. Activities that address the Capacity Framework element of Trust			
Parents will receive specialized support with helping their ELL and children with disabilities to work understand writing and mathematics at home	Parents of SWDs, ELLs, and students on or below grade level	September 2014 to June 2015	Parent Coordinator, Assistant Principal
Teachers will award students with academic and attendance improvement certificates that will be presented during PTA meetings and Attendance Extravaganza Parties.	Teachers, students	January to June 2015	Principal, Attendance teacher
Teacher leaders must support targeted populations with maintaining academic progress through the use of Saturday Academies based on homogeneous grouping that reflects the use of current performance data	Teachers, Students	January to June 2015	Principal, Assistant Principal
Parents will complete surveys to determine needs and participate in reading, writing and math workshops that will inform them of what their children are learning in the classrooms, the CCSS requirements, and that allow them to participate in sample activities that reflect the learning process experienced by their children in the classroom	Parents	January to June 2015	Parent Coordinator, Assistant Principal, Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Paper surveys, electronic surveys, incentives, Auditorium space, presenters, copies of rigorous ELA and Math tasks, the CCSS.

**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.												
	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												
Priority/Focus money will be used for this goal.												

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
School created surveys will be used to determine the impact of workshops three times during the 2014-2015 school year. Additionally, we will monitor to ascertain whether there is an impact on student achievement for those students whose parents/families attend scheduled workshops.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe		Yes	No

specified?				
2.	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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS ELA cutoff scores, Running Records	<p>Fundations from Wilson Language Basics grades K-2 administered in class on a daily basis.</p> <p>Guided Reading Practice using Leveled reading passages and CC aligned passages from Engage NY and PARC for students in grades 1-5 grouped based on TCRWP reading level assessment results</p> <p>Reading Plus reading system for AIS support in grades 2-5</p>	All AIS services are delivered through small groups	Tier II intervention is provided during the school day in 50 minute sessions daily. Fundations for grades K-2 is delivered daily.
<b>Mathematics</b>	NYS Math cutoff scores, unit tests	Go Math! online activities are used for Tier II support in grades K-5	Administered to small groups of students	Provided during technology class by the technology teacher during, 1 or 2 times per week during 50 minute intervals.
<b>Science</b>	NYS Science Test, ELA scores, Teacher recommendation	<p>Fundations from Wilson Language Basics grades K-2 administered in class on a daily basis.</p> <p>Guided Reading Practice using Leveled reading passages and CC aligned passages from Engage NY and PARC for students in grades 1-5 grouped</p>	All AIS services are delivered through small groups	Tier II intervention is provided during the school day in 50. Fundations for grades K-2 is delivered daily.

		<p>based on TCRWP reading level assessment results</p> <p>Reading Plus reading system for AIS support in grades 2-5</p>		
<b>Social Studies</b>	<p>ELA scores, Teacher recommendation</p>	<p>Fundations from Wilson Language Basics grades K-2 administered in class on a daily basis.</p> <p>Guided Reading Practice using leveled reading passages and CC aligned passages from Engage NY and PARC for students in grades 1-5 grouped based on TCRWP reading level assessment results</p> <p>Reading Plus reading system for AIS support in grades 2-5</p>	<p>All AIS services are delivered through small groups</p>	<p>Tier II intervention is provided during the school day in 50. Fundations for grades K-2 is delivered daily.</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Teacher recommendation Parent recommendation</p>	<p>The Guidance Counselor uses student oriented activities and peer mediation using the Mediation Skills program from Sunburst Visual Media programs to provide support to students experiencing sudden stressors such as a death in the family, separation, or sudden loss</p>	<p>At-risk counseling for 6-10 weeks, peer mediation, in class support</p>	<p>At-risk services are delivered to students during the school day.</p>

## 16K309 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	262	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	86.8%	% Attendance Rate		91.8%
% Free Lunch	87.5%	% Reduced Lunch		1.4%
% Limited English Proficient	5.9%	% Students with Disabilities		28.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		71.5%
% Hispanic or Latino	25.0%	% Asian or Native Hawaiian/Pacific Islander		2.4%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.26	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.5%	Mathematics Performance at levels 3 & 4		18.2%
Science Performance at levels 3 & 4 (4th Grade)	77.8%	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		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
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			

## 16K309 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	262	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	86.8%	% Attendance Rate		91.8%
% Free Lunch	87.5%	% Reduced Lunch		1.4%
% Limited English Proficient	5.9%	% Students with Disabilities		28.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		71.5%
% Hispanic or Latino	25.0%	% Asian or Native Hawaiian/Pacific Islander		2.4%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.26	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.5%	Mathematics Performance at levels 3 & 4		18.2%
Science Performance at levels 3 & 4 (4th Grade)	77.8%	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		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
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 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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.
<p>At PS 309, we attract and retain highly qualified teachers by reinforcing our school's mission and goals:            Teachers hired are certified and licensed in their subject area.            All new teachers hired have dual and/or triple certification.            A hiring committee is organized to conduct interviews, assess writing samples, and observe demonstration lessons in order to attract highly-qualified teachers.            Members of PS 309's Cabinet meet regularly to review, reflect, and revise school based goals and instructional focuses.            According to our BEDS data, 100% of the teachers are highly qualified.</p>

**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).
<p>High quality professional development opportunities are provided throughout the year for all faculty:</p> <p>Teachers attend DOE and CFN professional development workshops outside of the school and are scheduled to share this information with their colleagues.            The PD Committee and the Network Support Specialists provide support throughout the school year by sharing new ideas and strategies.            Teachers plan for inter-visitations by using the school-wide skills/strategy chart.            Experienced, tenured teachers and coaches mentor all new teachers.            Literacy and Math coaches offer additional support to all teachers.            K-5, ESL and Cluster Teacher Teams are encouraged through collaboration to examine and revise our current curriculum based on student work analysis.            Grade level Common Preps are scheduled for teachers to review and amend their current Units of Study and to design assessments that align to their instruction.            Additional training is scheduled for AIS, Special Education and ESL teachers.            Data Specialists support teachers with tools and resources to monitor student progress.            Math and Literacy coaches design teacher resources to implement and analyze student work that is aligned to the Common Core Learning Standards.</p>

**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.).

School-wide orientation for incoming kindergarten students  
 Sharing of readiness expectations with neighboring pre-k  
 Open house visit by incoming kindergarten students

**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.

Surveys are distributed throughout the year to obtain feedback and need assessments from teachers. Collected feedback is addressed in the decision making process when planning for professional development opportunities and for determining best practices for assessment measures.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	225,890	X	14, 19, 22
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	57,761	X	11, 17, 22
Title II, Part A	Federal	164,665		
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,565,177	X	11

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

---

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 309K, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 309K's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team,

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

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills; ensure that the Title I funds allocated for parent involvement
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- host the required Annual Title I Parent Meeting on or before December 2<sup>nd</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- hosting educational family events/activities throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men, parents/guardians, grandparents and foster parents asserting leadership in education for their children
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

### **School-Parent Compact (SPC)**

PS 309K, 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.

## **School Responsibilities**

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

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

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

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

***Provide parents reasonable access to staff by:***

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other staff member.

***Provide general support to parents by:***

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments;
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities.

## **II. Parent/Guardian Responsibilities:**

- Encourage my child to follow school rules and regulations and discuss the compact with my child;
- Monitor my child's attendance, ensure that my child arrives to school on time, and follow the appropriate procedures to

inform the school when my child is absent;

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

### **III. Student Responsibilities:**

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

Always do my best to learn.

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>309</b>
School Name <b>The George E. Wibecan Preparatory Academ</b>		

### B. Language Allocation Policy Team Composition [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 <b>Nicole Perry</b>	Assistant Principal <b>Katrina Liebst</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Shirley MacLellan-Bennicke</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>A. Aponte</b>
Related Service Provider <b>Michele Leibowitz</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	12	0	2	4	0	0	0	0	0		16

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	12	0	2	4	0	0	0	0	0	16
Number of ELLs who have an alternate placement paraprofessional: 0										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			1		4									5
Intermediate(I)		3	1			1								5
Advanced (A)	1	3			2									6
Total	1	6	2	0	6	1	0	0	0	0	0	0	0	16

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	3	1			4
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

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.  
The school uses the TCRWP assessment system to assess the early literacy skills of the ELL students. The assessment provides materials and procedures for observing and assessing the reading levels and behaviors of students in grades K-5. The standard is set by the benchmark book passages a student reads aloud and talks about during the assessment conference. The assessment levels represent

twenty-six points on a gradient of reading difficulty. Each point on the gradient, from the easiest at level AA to the most challenging at level Z, represents an increase in difficulty over the previous level. The benchmark book passages (fiction and nonfiction) are used to identify the student's reading level. Independent reading and instructional reading are determined by the benchmark results. The results also tell about the text level that would be too demanding. As of October 2013, the data shows one student in Grade five at reading level L, an increase from level K; six students in Grade four, two at reading level N, an increase from level M, two at reading level I, an increase from level H, one at level H, an increase from level G, and one at level F, an increase from level E; two students in Grade two, one at reading level C, an increase from level B, and one at reading level A, an increase from level AA; six students in Grade one, three at reading level B, an increase from level A, and three at level C, an increase from level B; one student in Kindergarten at the emergent level. The school goal is to move the students to the next reading level until they are at grade level.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Currently, the data patterns across proficiency levels and grades on the LAB-R reveal one student in Grade K at the advanced level, and on the NYSESLAT (2013), six students in Grade one, three students at the advanced level, and three students at the intermediate level; two students in Grade two, one at the intermediate level, and one at the beginner level; six students in Grade four, two at the advanced level, and four at the beginner level; one student in Grade five at the intermediate level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Omit
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))  
To establish an on-going relationship between data and instruction in meeting the needs of all students-including ELLs at P.S. 309, we use Response to Intervention, RTI, as a model to target data-driven instruction to support academic achievement of all ELLs. Patterns in the data shape priorities for the core of instruction, (Tier 1, literacy block). Students who are struggling receive a "double dose" targeted to their specific needs, (Tier 2, extra exposure to instruction focused on the student's needs). Students who struggle despite intervention receive increasingly specialized services (Tier 3, one-on-one tutoring; individualized intensive services).
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Native language supports are used to support comprehension. ELLs are permitted to use their native language with their peers to express understanding or ask for clarification. School personnel who can provide support to ELL students in their native languages during the school day are utilized to provide clarification for those who may be struggling with content and concepts in their subject-area classes. Teachers group students of the same language for certain activities so that they can assist each other and respond in the native language. These strategies can extend to after and before school programs as well as summer school. English language

development for all subgroups is strengthened through participation in English-taught enrichment classes such as art, music, computer lab, and physical education. Targeted intervention programs for ELLs in ELA, Math and other content areas (test taking grades 3-5) are Early Bird and After School. These programs provide academic subject area instruction in English using ESL methodology and instructional strategies, assist students to achieve the state-designated level of proficiency for their grade, and help ELLs exceed or meet New York State and City standards. A Reading Program, Award Reading, is also used in the school. This is a technology program used with the upper/lower grade students. ELL students in need of intervention services benefit. The AIS Team uses the LLI, the Language Literacy Intervention Program. ELLs are afforded equal access to all school programs, curricular and extracurricular. Letters are sent home to parents to inform parents of trips and obtain the parent's signature for their child to participate. ELLs participate in all activities as do general ed students. Grades K-5, including ELLs are participating in Playworks, a physical activity that is safe and meaningful. Playworks core values consist of healthy play, inclusion, respect, and healthy community.

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

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

Omit

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Language backgrounds of our ELLs represented in our school are notably Spanish (10), Bengali (4), and Fulani (2). The ESL Teacher/Coordinator, Shirley MacLellan-Bennicke, Certification Area: English/French To Speakers of Other Languages reviews the HLIS and administers the Language Assessment Battery-Revised (LAB-R), the formal initial assessment, based on the results of the parents' responses and the informal interview. The student is not Limited English Proficient (LEP) if the home language is English. If the home language is other than English or the student's language is other than English, an informal interview is conducted in English and the Native Language. A trained teacher or supervisor, Nicole Perry, or the ESL Teacher conduct the parent/student informal oral interview in English and in the native language (an interpreter, usually a parent or teacher in the school or otherwise a translator will be used, if required) and administers the Home Language Identification Survey (HLIS) where the Principal, Ms. Perry, or a trained pedagogue meet with the parents and the parent fills out the HLIS in his or her native language. If the student speaks a language other than English and student speaks little or no English, the ESL teacher administers the initial assessment, the

Language Assessment Battery-Revised (LAB-R). If the student scores at the beginner, intermediate or advanced level, the student is placed in the appropriate program within ten days.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
The ESL teacher reviews the Home Language Identification Survey (HLIS). Students that speak another language other than English in the home are eligible for the English Proficiency Test called the Language Assessment Battery Exam (LAB-R) administered by the Licensed ESL Teacher. Students are screened to determine whether they are possible English Language Learners. Once identified as an ELL - student scores at the Beginner, Intermediate, or Advanced level (the ELL Identification Process must be completed within ten school days of initial enrollment as per CR Part 154), parents will be notified in writing, Parent Entitlement letters are sent home either in the student's book bag or by mail, and parents are invited to a Parent Orientation Session. At the meeting parents will view an orientation video in their home language informing them of the three instructional programs available for ELLs. The ESL Teacher gives a brief summary of the different program options available: the Transitional Bilingual Education Program, the Dual Language Program, and English as a Second Language (ESL) before showing the video (in their native language to ensure that parents understand the three program choices). Parents upon arrival will sign in and refreshments will be available before and after the session. In the Transitional Bilingual Education Program, students learn to speak, read, and write English within three years. The program begins with instruction that is 60% Academic and 40% English. The student's home language decreases as English increases. The student is taught in his/her home language until the student becomes proficient in English and can go into a monolingual classroom. In the Dual Language Program, students receive instruction in two languages: 50% in the home language and 50% in English. Students become proficient in the home language and in English resulting in a two-way ability to read and write in the two languages, and to study together in the two languages at or above grade level. In the ESL program, students become proficient in English. All classes are taught in English. Once the student is proficient in English, he/she enters into a monolingual classroom within three years. The ESL Teacher, S. MacLellan-Bennicke, will make sure that the parents understand the three program options that are available, that it is their choice, and should the parents select a program that is outside the district that is not at P.S. 309, ESL only at P.S. 309, not having the sufficient number of students to form a Transitional class, the parents would be responsible for transporting the child to and from school, as well as the costs involved. Should this take place, the parents would be given the school numbers/telephone numbers of the nearest schools offering Dual or Transitional programs. The ESL Teacher could call in advance to verify availability. All materials will be in the parents' native language to the extent possible. Parents will also be informed of the various support programs available for ELLs at P.S. 309.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Parents should complete the Parent Survey and Program Selection Forms (which are sent home with the student usually four or five days in advance of the meeting) after attending the Parent Orientation Session. Parents who do not attend the meeting and do not return the form will receive a telephone call or another form may be sent home. To ensure that Parent Survey and Program Selection forms are returned, the ESL teacher invites the parents to the next Orientation meeting, or several telephone calls home to meet with the parents. All letters including Entitlement letters, as well as Continued Entitlement letters, are stored in cumulative folders and office copies retained of all letters. Entitlement letters (indicated by the LAB-R exam scores) and Continued Entitlement letters (indicated by the NYSESLAT scores - if the child scores at the beginner, intermediate, or advance level) are distributed to parents by mail or sent home with the child.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
ELLs are placed in the program parents select based on availability and parent preference. Parents are notified in writing (Placement letter) of their child's placement. ELLs whose parents did not attend the Parent Orientation Session and did not select a program are placed, by default, in a Transitional Bilingual Education Program where there are a sufficient number of students to form a class. If not, they are placed in the ESL program, English as a Second Language, the only program offered at P.S. 309. If a parent requests the Dual or Transitional Program, ELLProgramTransfers@schools.nyc.gov would be consulted. Pupil transportation issues are addressed at the school level. When translation services are required, the Parent Coordinator or a teacher provides the services to communicate activities or consultations, for example, trips, IEP meetings, parent/teacher meetings, issues about attendance, behavior, test taking, to mention a few. Most parents speak broken English.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Currently, at P.S. 309, the only program is English as a Second Language (ESL). The ATS reports, RLAT and RNMR, are used to determine NYSESLAT eligibility. For the student who scores at the beginner, intermediate or advanced level, an annual assessment, the New York State English as a Second Language Test (NYSESLAT), is administered by the ESL Teacher/Coordinator, S. MacLellan-Bennicke. Nicole Perry, the Principal, is responsible for ordering the test. The ESL Teacher provides the number of tests required for

each grade from K-5. The NYSESLAT, a yearly assessment in the speaking, listening, reading, and writing modalities is implemented in the spring. If the need arises, Ms. Henri, Speech Teacher, and Ms. Leibowitz, Special Ed. Teacher, help administer the assessment. Letters are sent home notifying the parents of the testing dates and the Principal puts the dates in the Day book to notify the teachers. If the student scores at the proficient level on the NYSESLAT, student is not LEP and enters the general education program. Should the student score at the beginner, intermediate or advanced level, student is LEP and has continued services. For Spanish native speaking students, a Spanish LAB is administered to determine the dominant language. Ms. Abreu, administers the Spanish LAB in the presence of the ESL Teacher who administers the scoring.

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

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting is ESL with 100% of the services (push-in/pull-out) being rendered in English. The ESL program offered at our school is aligned with parent requests, 65 in number.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
    - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- P.S. 309 uses the TC workshop model for all students including ELLs. Using small ESL push-in/pull-out group sessions, one of six students - heterogeneous, grade 1 (push-in), one of two students - heterogeneous, grade 2 (push-in), one of six students - heterogeneous, grades K, 1 and 2 (pull-out), and one of seven students - heterogeneous, grades 4 and 5 (push-in), students read level appropriate books, are involved in accountable talk, reflect upon and write about what they have read and confer with their teacher daily. Mathematics is also taught using the workshop model. Students are taught a skill and then have the opportunity to apply what they have learned in problem solving activities with their peers. Students share what they have learned with one another. Using the workshop model allows the opportunity to practice, apply, and extend student skills. The ESL Teacher supports the instruction of ELL students in grades 3-5 through the Literacy/Math lessons planned by the classroom

teacher during the push-in periods made up of one student - grade five together with one group of six students - heterogeneous, grade four (currently, there are no grade 3 students). Upcoming lessons and student work are discussed with classroom teachers during informal conversations throughout the school day. The Santillana Intensive English activity materials as well as supplemental reading materials are also used to reinforce the concepts and vocabulary already practiced in the classroom. Technology materials used to support instruction are Award Reading. All instruction is aligned to the common core standards.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

ESL, ELA, and NLA ( NLA - strategic homogeneous linguistic grouping, bilingual dictionaries, materials in the native language, explanations by staff who speak the language) instruction includes literature and content-based instruction that is aligned to the Common Core Learning Standards. Teachers' College Reading and Writing Workshops are used in the ESL Program as well as Go Math. Some methods used are sheltered English and scaffolding strategies - modeling, bridging, contextualization, schema building, text re-presentation and metacognition - these scaffolding activities promote the use of language in meaningful ways- and others that come up over the course of the year. Differentiated instruction for ELL subgroups/ELL-SWDs included (beginners, less than three years (newcomers) consists of semantic webs - a way to collect and organize information, for example, what we already know about a subject; say it again - a listening activity that provides practice in pronunciation, stress, and intonation; picture sequencing - a set of pictures that tell a simple story; jumbled sentences - the child dictates a sentence that relates to him/herself or to a book that has been read, teacher writes it on a sentence strip and cuts it into words, the child sorts the words back into the correct order; picture and sentence matching- could be based on a book that is being read in class,etc. Foundations is used in the lower grades.

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

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

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

school programs as well as summer school.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
Award Reading Technology; groups of eight students or less; LLI, Language Literacy Intervention; Foundations; Paraprofessionals, one on one instruction.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
See below.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

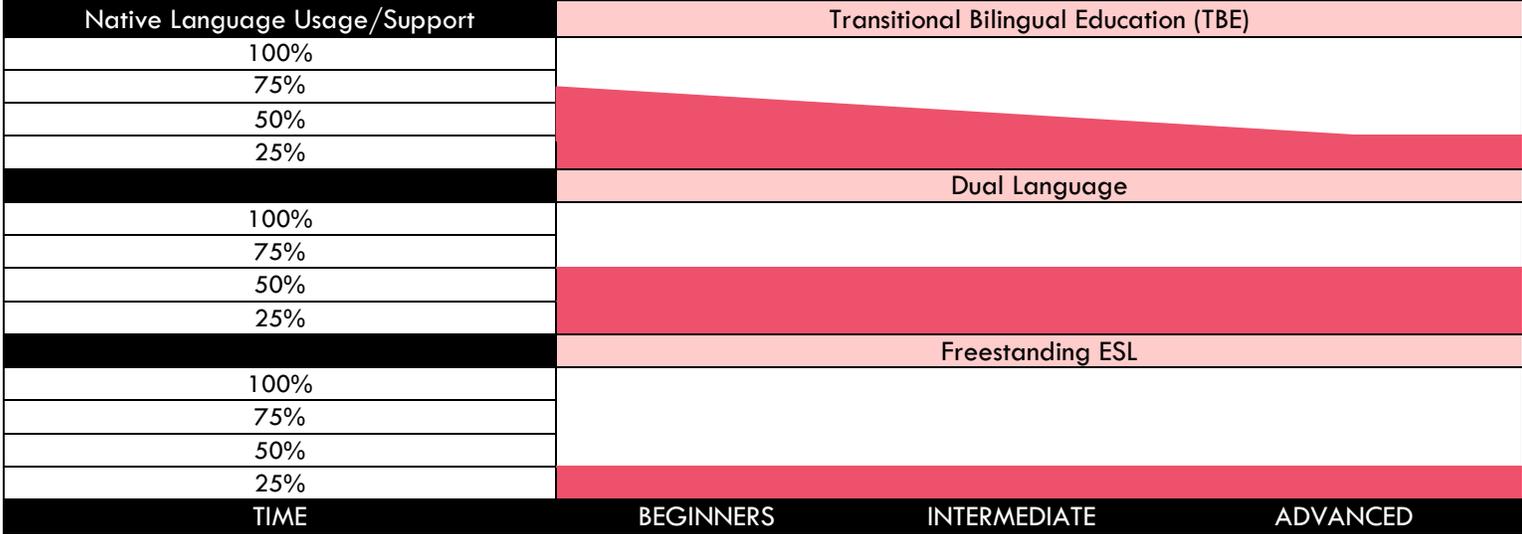
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

All instruction is aligned to the common core standards.

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

We do not anticipate any at this time.

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

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

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

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

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

In the ESL model, ELLs are permitted to use their native language with their peers to express understanding or ask for clarification. Books in the different native languages are available to support instruction as well as for students to take home. School personnel who can provide support to ELL students in their native languages during the school day are utilized to provide clarification for those who may be struggling

with content and concepts in their subject-area classes. Teachers group students of the same language for certain activities so that they can assist each other and respond in the native language. These strategies can extend to after and before school programs as well as summer school.

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

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

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

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

18. What language electives are offered to ELLs?

See above, Part IV.

19. For schools with dual language programs:

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

Omit

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

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

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

Cluster: 2 Network: 207

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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