

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: DR. SELMAN WAKSMAN SCHOOL
DBN (i.e. 01M001): 11X178
Principal: DEBORAH LEVINE
Principal Email: DLEVINE9@SCHOOLS.NYC.GOV
Superintendent: MARIA A. LOPEZ
Network Leader: BENJAMIN SOCCODATO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Deborah Levine	*Principal or Designee	
Carolyn Jandelli	*UFT Chapter Leader or Designee	
Deleese Jenkins	*PA/PTA President or Designated Co-President	
Yvette Vasquez, non-member	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Deon Whitter, non-member	CBO Representative, if applicable	
Emily Gunther	Member/ Staff	
Allison Hayden	Member/ Staff	
Elizabeth Carrara	Member/ Staff	
Brenda Rivera	Member/ Staff	
Jennifer Streppone	Member/ Staff	
Thomasina Sims	Member/ Parents	
Monica Collado	Member/ Parents	
Ula Ferguson	Member/ Parents	
Betty Mendez	Member/ Parents	
Lisa Stewart Wade	Member/ Parents	
Dorette Raffington	Member/ Parents	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 100% of teachers (K-5) will be observed as per their option selection, via the Teacher Evaluation and Development System, and improve by one level in at least one component.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Education law 3012-c requires that classroom teachers who have been assigned primary responsibility for a student's learning in a subject/course with aligned performance measures be evaluated according to the Advance System.

Instructional Strategies/Activities

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

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

A1. Administrators will participate in job embedded support.

A2. Teachers will participate in professional development, including inter-visitations, to secure a lens of collaborative common language and clear expectations for effective teaching practices.

A3. Administrators will hold initial planning conferences, conduct observations, and feedback conferences as per option selections.

A4. Teachers will engage in collegial conversations during team meetings as they engage in Looking at Student Work (LASW) Protocols and examine their own practice as it relates to student achievement.

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

B1. talent coaches, network support, administrators, on-line learning opportunities

B2. teachers, coaches, UFT Teacher Center, on-line learning opportunities, administrators, Network support

B3. administrators, teachers, Advance system, on-line learning opportunities

B4. teachers, coaches, on-line learning opportunities, administrators

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

C1. calibration of low inference evidence from classroom observations as per the HEDI rating system

C2. increased evidence of teacher effectiveness as per the Advance rating system

C3. increased evidence of teacher effectiveness as per the Advance rating system

C4. increased evidence of teacher effectiveness as per the Advance rating system

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

D1. ongoing, throughout the year

D2. ongoing, throughout the year - teacher team meetings (at least 3 common preps per week and the 80 minute Monday professional learning time)

- D3. initial planning conferences held by the end of September, observations and feedback conferences between the beginning of October and the end of March
- D4. ongoing, throughout the year - during post observation feedback conversations and teacher team meetings (at least 3 common preps per week and the 80 minute Monday professional learning time)

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

- E1. Advance FAQs, Advance rubrics, schedule of teacher observations with talent coach, Network support
- E2. on-line learning opportunities, teacher team meetings (at least 3 common preps per week and the 80 minute Monday professional learning time)
- E3. schedule of initial planning conferences, intake sheet detailing initial planning conference “minutes”, Advance reports detailing progress towards completion of required observations, signed observation reports
- E4. teacher team meeting minutes, team binder of inquiry work (LASW), a minimum of 3 scheduled common planning periods per week, the 80 minute Monday professional learning time, online learning opportunities

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The School Leadership Team (SLT) serves as the liaison to the parents and keeps the parents informed of the CEP goals.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the Response to Intervention (RtI) Team will have examined 100% of the at risk students identified by teachers, using multiple data sources to develop intervention strategies at all three tiers, and to meet individual needs and increase student achievement by at least two DRA levels.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to the 2013-2014 School Quality Guide, 24% of students in grades 3, 4, and 5 scored at levels 3 or 4 on the ELA State Assessment and 41% scored at levels 3 or 4 on the Math State Assessment.

Instructional Strategies/Activities

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

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

A1. Teachers will participate in professional development that will address a common language and provide a forum for sharing of best practices.

A2. The RtI Team will meet at least one time per month to examine individual cases using multiple data sources (anecdotal reports, frequency charts, exam histories, samples of student work) provided by the classroom teacher. Student data will be analyzed to develop intervention strategies and toolkits at each level.

Tier I: Classroom intervention strategies (e.g. seat change, small group, differentiated tasks), class/school wide positive behavior incentive programs (e.g. links of excellence, class lotteries) which lead to class/individual privileges

Tier II: Classroom teacher monitored individual behavior reports, conflict resolution, peer tutoring, at-risk group counseling, guidance conference, peer mediation, at-risk SETSS, parent outreach, Academic Intervention Services (AIS)

Tier III: Intervention teacher monitored individual academic and behavior reports, at-risk individual counseling, parent outreach, push-in/pull-out support, Life Space Crisis Intervention (LSCI), Therapeutic Crisis Intervention (TCI)

A3. The team will monitor the progress, evaluate effectiveness, and inform next steps.

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

B1. RtI team, administrators, teachers, coaches

B2. RtI team, administrators, teachers, School Assessment Team (SAT), at-risk SETSS, at-risk counseling, AIS

B3. RtI team, administrators, teachers, coaches

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

C1. professional development agendas, DRA progress monitoring, decrease in number of at-risk students

C2. DRA progress monitoring, decrease in number of at-risk students, improved results on unit tests, chapter tests, and benchmarks, decrease in number of incidents

C3. DRA progress monitoring, decrease in number of at-risk students and OORS incidents

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

D1. ongoing, throughout the year - horizontal and vertical share out at teacher team meetings (at least 3 common preps per week and the 80 minute Monday professional learning time)

D2. at least one time per month – October through June

D3. ongoing – 4 to 6 week cycles of intervention – October through June

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

E1. LSCI methods, TCI strategies, teacher team meetings (at least 3 common preps per week and the 80 minute Monday professional learning time)

E2. LSCI methods, TCI strategies, differentiated tasks, AIS resources (e.g. Sundance Non-fiction Comprehension Kit)

E3. Rtl team meetings, teacher team meetings(at least 3 common preps per week and the 80 minute Monday professional learning time)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. The SLT serves as the liaison to the parents and keeps the parents informed of the CEP goals.
2. Parents will be kept apprised of students' performance/progress as well as available intervention services.
3. Parent workshops will be offered to provide parents with knowledge of topics including CCLS, instructional shifts, at home strategies, and assessments.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, students in grades 3-5 will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 and 4 on the NYS ELA assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to the 2013-2014 School Quality Guide, 24% of students in grades 3, 4, and 5 scored at levels 3 or 4 on the ELA State Assessment.

Instructional Strategies/Activities

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

a. Strategies/activities that encompass the needs of identified subgroups

- A1. Teachers will participate in professional development targeting best practices in ELA, as well as make modifications to the ReadyGen curriculum.
- A2. Teachers will support students within the classroom by using differentiated scaffolded instruction.
- A3. AIS will be provided for the level 1 and 2 students in grades 4 and 5. At-risk students in grades 1, 2, and 3 will also be serviced.
- A4. Sports and Arts after-school program will offer an ELA/Technology Support Club.
- A5. Coaches and the Learning Leaders' Liaison will conduct parent workshops.

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

- B1. teachers, coaches, Pearson trainers, Network, administrators, ReadyGen aligned classroom libraries, and school-wide curricular modifications
- B2. teachers, coaches, Rtl team, Schoolnet benchmarks, NYC Performance Tasks, test sophistication books (Kaplan)
- B3. AIS teachers, Rtl team, Sundance Non-fiction Comprehension Kit, Schoolnet benchmarks
- B4. Sports and Arts director, Study Island on-line program, literacy coach
- B5. coaches, learning leaders, parent coordinator, Learning Leaders' liaison

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

- C1. observation feedback from literacy lessons, Schoolnet benchmarks, unit tests, performance tasks, DRA levels, comparison of 2014 – 2015 ELA State results
- C2. observation feedback from literacy lessons, Schoolnet benchmarks, unit tests, performance tasks, DRA levels, comparison of 2014 – 2015 ELA State results
- C3. observation feedback from literacy lessons, Schoolnet benchmarks, unit tests, performance tasks, DRA levels, comparison of 2014 – 2015 ELA State results
- C4. Schoolnet benchmarks, unit tests, performance tasks, comparison of 2014 – 2015 ELA State results
- C5. increased number of parents attending workshops

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

- D1. ongoing - as per coaches/mentors, teacher team meetings, Network and off-site professional development
- D2. Literacy instruction takes place daily throughout the year. In addition:
 - a. DRA levels are monitored 6 times per year (September, October, November, January, March, and June).
 - b. Student data is monitored three times per year (beginning, middle, and end).
 - c. Classroom student performance assessment is ongoing and instructional grouping is daily and flexible.
- D3. ongoing, throughout the year - AIS groups are seen 1 or 2 times per week
- D4. Sports and Arts ELA/Technology Club will meet April-June (each grade once per week)
- D5. Curriculum Night in September, parent/teacher conferences in November, March, and May, parent workshops (2 in fall, 2 in spring), and Tuesday afternoon parent outreach time

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

- E1. ThinkCentral, Pearson curriculum off-site professional development, network professional development
- E2. 100 minute literacy block, whole group instruction, small group instruction, leveled libraries, myON Readers
- E3. Sundance Non-fiction Comprehension Kit, scheduled AIS groups
- E4. Sports and Arts faculty, Study Island online program
- E5. Common Core Learning Standards (CCLS), schedule of parent workshops

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. The SLT serves as the liaison to the parents and keeps the parents informed of the CEP goals.
2. Parent workshops will be planned to keep parents informed of the CCLS, the curriculum, and how they can help support their children at home.
3. Tuesday afternoon parent outreach time will be dedicated to keeping parents informed of student progress/needs.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

6.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	1. AIS (Grades 3-5) 2. AIS (Grades 1-2) 3. At-Risk SETSS Multiple entry points of instruction, higher order thinking, critical analysis of text, close reading, teacher modeling, guided and independent writing	1. Small group 2. Small group 3. Small group	1. During the school day 2. During the school day 3. During the school day
Mathematics	1. AIS (Grades 3-5) 2. AIS (Grades 1-2) 3. At-Risk SETSS Multiple entry points of instruction, higher order thinking, critical analysis of text, close reading, teacher modeling, guided and independent writing	1. Small group 2. Small group 3. Small group	1. Small group 2. Small group 3. Small group
Science	AIS (Grades 4-5) Multiple entry points of instruction, higher order thinking, critical analysis of non-fiction text, close reading, teacher modeling, guided and independent writing	Small group	During the school day

Social Studies	AIS (Grades 4-5) Multiple entry points of instruction, higher order thinking, critical analysis of non-fiction text, close reading, teacher modeling, guided and independent writing	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling is provided by the guidance counselor, school psychologist, and/or social worker on as need basis as recommended by the Rtl Team. Reason for services include lack of self esteem, family issues, behavioral, etc.	One to one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> ▪ Candidates are interviewed by a hiring committee. ▪ Interview questions reflect an understanding of best practices (CCLS, differentiation, assessment strategies, student engagement, meeting the needs of diverse learners, management). ▪ The payroll secretary works closely with the Network HR point person to ensure that teachers meet all the assessment deadlines and have all the necessary documentation. ▪ A mentor is assigned to each first year teacher. ▪ The UFT Teacher Center provides differentiated professional development as well as additional teacher resources for all teachers. ▪ The Literacy and Math Coaches provide demonstration lessons, differentiated support, and facilitate during inter-visitations. ▪ The Special Education Liaison provides support to the special education teachers in areas such as curriculum, assessment, management, and goal writing. ▪ Administration provides common planning time, internal and external professional learning opportunities, and timely feedback regarding teacher practice in relation to student achievement.

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).
<ul style="list-style-type: none"> ▪ Administration schedules at least 3 common preparation periods per week for unit planning. In addition, the Monday afternoon 80 minute sessions are utilized for professional learning. ▪ Teachers and administrators are engaged in internal and external professional learning regarding: <ul style="list-style-type: none"> - CCLS aligned instruction, - Danielson Framework, Advance, - best practices, - modifications for Students with Disabilities (SWD) /English Language Learners (ELL), - paraprofessional support, - LASW and monitoring progress to modify practice and meet the needs of all students. • Teachers meet with administrators and receive feedback on teaching practices and student achievement. • Coaches and mentors meet with teachers and provide differentiated support/resources. • Administrators collaborate with Network point people on aspects including supervisory support, data, Measures of Teacher Practice (MOTP), Measures of Student Learning (MOSL), and budget.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> ▪ Each year, money is set aside for students in temporary housing. Said money is used for items/activities including: <ul style="list-style-type: none"> - parent engagement, - uniforms, - book bags, - general school supplies, - attendance on school trips,

- class photographs.
- The budget also provides for a Substance Abuse Prevention/Intervention Service provider (SAPIS). Services include:
 - classroom lessons,
 - individual/group counseling,
 - peer leadership programs,
 - crisis intervention,
 - conflict resolution,
 - school-wide prevention programs (e.g. Respect for All, Drug Awareness)

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

- Each year, in June, we host a Kindergarten Orientation Workshop. During this time, we welcome the parents of incoming Kindergarten students, introduce key staff members, and review aspects of our school including:
 - curriculum,
 - information about CCLS,
 - support systems,
 - parent engagement activities,
 - school uniform policy,
 - school celebrations and activities.
- The SAT conducts Turning 5 evaluations when warranted. Student needs are ascertained, parents informed, and appropriate programs are provided.
- Each September, all key staff members are available to help parents and students transition into Kindergarten.

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.

- Teacher teams review/revise grade level mid-year and end of year assessments.
- Teacher teams design/use rubrics that effectively assess student performance and provide essential feedback.
- Professional learning time is scheduled so that teacher teams engage in norming/scoring/analyzing protocols for MOSL assessments, unit tests, performance based assessments, and running records.
- Teacher teams look at student work via a protocol in order to identify trends, refine teacher practice, and increase student achievement.
- Administrators and coaches meet with teacher teams to ascertain teacher comfort level/knowledge regarding assessment strategies and provide differentiated support/feedback.
- Performance based assessments have been reflected in the pacing calendars. Teachers demonstrate data collection in a data binder. Said data is analyzed and student needs are met via small group, differentiated instruction, AIS, or when warranted a referral to the RtI Team. Student work samples are compiled in portfolios. Professional development/support is provided on an ongoing basis regarding effective assessment practices.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

PS 178X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences during which the individual child's achievement will be discussed;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents to inform them of the school's Title I status and funded programs and their right to be involved;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings, and other activities;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities;
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day;
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, additional learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by reading and responding to all notices received from the school or district;
- take part in the school's Parents' Association;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

..

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$323,368.65	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$96,595.00	X	See action plan
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,895,686.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide

Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 11	Borough Bronx	School Number 178
School Name DR. SELMAN WAKSMAN		

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 Deborah Levine	Assistant Principal Jennifer Streppone
Coach Jody Stracci, Literacy	Coach Jean Staudt, Math
ESL Teacher Majda Zayed	Guidance Counselor Debra Penate
Teacher/Subject Area Virginia Ferrara/Spec. Ed.	Parent Deleese Jenkins-PA President
Teacher/Subject Area type here	Parent Coordinator Yvette Vasquez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	482	Total number of ELLs	13	ELLs as share of total student population (%)	2.70%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	5
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	

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	9		2	4		2				13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	9	0	2	4	0	2	0	0	0	13
Number of ELLs who have an alternate placement paraprofessional: <u>4</u>										

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	1		2									8
Chinese														0
Russian														0
Bengali														0
Urdu	1													1
Arabic														0
Haitian														0
French						1								1
Korean		1												1
Punjabi														0
Polish														0
Albanian														0
Other	1					1								2
TOTAL	6	2	1	0	2	2	0	13						

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)	3				2									5
Intermediate(I)	2	1												3
Advanced (A)	3				2									5
Total	8	1	0	0	4	0	0	0	0	0	0	0	0	13

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	1			2
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									0
4	2		1						3
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									0
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 early literacy skills of our ELLs are measured via DRA for lower grades (K-2), and DRA 2 for upper grades (3-5). Also, informal running records and teacher observations are used to measure and assess students' progress. For example: DRA data is used to construct lesson plans to target students' comprehension, fluency and overall reading level. Teacher observations are used to construct

writing lesson plans to improve students' writing.

The vast majority of students increased their reading level by at least 2 levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

15 students were tested using the NYSESLAT Test, the result was as the following:

3 Proficient, 4 Advanced, 5 Intermediate and 3 Beginners. We used the scores of one student from back 2008 since he transferred from our school to a Catholic school back in 2008, and then came back to our school this year 2013-2014. Of the students who scored Proficient, 2 of them were Advanced and 1 was a Beginner back in 2012. 4 Intermediate students took the NYSESLAT for the first time Spring 2013, therefore, there is not enough data with which to compare their progress. One student who scored at the Intermediate level back in 2013, scored as Beginner back in 2012. 2 students who scored as Beginners back in 2013, scored also as Beginners back in 2012 too.

Our English LAB-R Test reveals that 9 new students were tested this fall, 2013. 3 students scored as Beginner, 3 students scored as Advanced, 3 students scored as Proficient. No student scored as Intermediate.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The data reveals that students are scoring lower in reading and writing. In our lesson planning, we plan lessons targeting and put more emphasis on writing .

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4.a. N/A-We don't have students who are tested in their native language. All tests are taken in English.

4.b. Information from the Periodic Assessment Test is used to set new goals for each student in order to target their needs using ESL strategies and differentiated instruction.

4.c. The school is learning from the Periodic Test that our ELLs' performance is lower in the reading and writing modalities. The native language is not used for testing in our school, but we provide our students with copies of the tests in their native language. It happens that students in our school always choose to take the test in English.

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](#).)

We use data to guide instruction for ELLs by providing differentiated instruction in all academic areas. Teachers scaffold instruction using visual aids and realia to enhance students' learning. They also rely on modeling, bridging and schema building. They use the Point of Entry Model to encourage active participation that facilitates the learning process. They use Word of the Day and the posted word walls within their classrooms. A print rich environment is present in all our classrooms aids the ELLs in gaining English language proficiency. Our new ReadyGen Literacy Program includes a special section for differentiated and scaffolded instruction for ELLs. When ESL students are brought up to the RtI team classroom level achievement is analyzed via multiple data sources. In addition, targeted supplemental supports are provided and progress is monitored over a 4 to 6 week cycle.

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

We base all instructional decisions on our observations and test scores. Multiple data sources include BOY inventories, chapter tests, unit tests, benchmarks, and where applicable, State Tests. Professional development in teacher effectiveness ensures that all teachers are addressing student needs across the curriculum.

7. For dual language programs, answer the following:

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

N/A - We do not have a dual language program.

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

We evaluate the ESL program we have at our school based on a number of factors. Classroom teachers and the ESL teacher articulate often to discuss student progress and exchange useful working strategies. Forml assessments and test results(LAB-R, NYSESLAT) in the four modalities are also shared with the classroom teachers to target and differentiate instruction for ELLs. In addition, we look at student performance in formative, Periodic and State Tests. Finally, we look at the number of years a student has spent in the ESL program and analyze the area(s) he or she is growing and the area(s) he or she is still struggling. Rubrics and teachers' observations and teacher made tests are also used to evaluate the success of our program.We continuously work to support weakness and build support.

Part IV: ELL Identification Process

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

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

At time of registration, Ms.Zayed, the certified ESL teacher(bilinual in Arabic and English), screens students who may possibly be ELLs. She conducts an oral interview with the newly admitted students and their guardians. The families fill out the HLIS. If a parent cannot speak English, our school has several staff who speak a variety of languages who can help in translation. If necessary, the Parent Coordinator will call Translation Services. Most of the time, guardians who do not speak English bring a relative or a friend to translate for them. Ms. Zayed determines the eligibility for the English LAB-R Test based on the HLIS and the RLER-ATS report, which lists eligible students for taking the LAB-R. Then, within 10 school days, Ms. Zayed administers the English LAB-R to all newly eligible students. Newly admitted students with HLIS indicating Spanish language and who do not pass the English LAB-R will take the Spanish LAB Test as well. Ms. Zayed (acting as pedagogue) administers the Spanish LAB with the help of a spanish-speaking staff member, for example, Yvette Vasquez/ Parent Coordinator (acting as a translator). When Ms. Zayed is not available, the pupil Accounting Secretary calls another licensed teacher (acting as pedagogue) to conduct the oral interview to newly admitted students and their guardians. Ms. Zayed creates a list of all newly admitted students who did not pass the English LAB-R and all ELLs who did not pass the spring NYSESLAT. Students who are on this list become eligible for ESL or a bilingual program based on their parents' selection of program during the Parent Orientation. During this orientation, parents learn about different bilingual programs available throughout New York City. They watch a video explaining these programs. At the end of this Parent Orientation, p arents are asked to fill out the Program Selection form where they choose a bilingual program for their child. Ms. Zayed helps parents in completing the Program Selection forms. Students are placed in programs according to their parents' selection.

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.

First, a letter is sent to all guardians of ELLs inviting them to an initial group meeting (Parent Orientation) in mid September This orientation is offered multiple times to accommodate everyone. They are also invited to meet individually with the ELL teacher ,Ms. Zayed, to discuss their children's needs and how they will be met. During the Parent Orientation, (takes place within 10 school days),parents watch a video before completing the option letter (program selection). The video is available in English and the parent's home language too. Parental choice, as to what type of English learning program they can choose for their child, is explained. Then, parents are asked to make their program selection. The trend we have noted is that all parents here have opted for our ESL pull-out model, rather than transferring their children to dual language transitional programs or bilingual programs at other schools. When students enter the school in the middle of the year, guardians are introduced to the ESL teacher who explains the program options and more specifically, our pull-out program. In the case where a parent might choose a bilingual program, we make calls and make proper placement for the student in a school where the selected program is available. Our bilingual parent coordinator is available during this group meeting to help in the Spanish language translation. Parents are also informed that when 10 to 15 students per grade are on register, the school's plan is to open a bilingual class. The school keeps records of parents' program selections so that parents can be contacted when a bilingual program is available at our school.

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 or guardians complete their entitlement letters and program selection at the orientation meeting. The Parent Survey form, program selection, entitlement letters and other parents' letters are available both in English and the parents' native language. The Home Language Survey is given and completed at the time of registration. Ms. Zayed conducts the oral interview with parents and the newly admitted child. Upon completion, the E.S.L teacher completes and signs the home language survey. She makes a copy for the compliance binder and she puts the original in the student's record folder. In addition, she also maintains a copy of the parents' program selection in the student's record folder. Ms. Zayed makes copies of all sent parents' letters, such as entitlement or non-entitlement, continuation or discontinuation of service, tear-offs, invitation to the orientation, and placement letters. She keeps them in the ESL compliance binder. For families who fail to return the tear-off, Ms. Zayed makes every effort to reach them via second and third invitation letters. If all else fails, she tries reaching them by phone and invites them to a separate orientation meeting where they can complete their program selection forms. If all attempts fail and the program selection form is not returned, then, the student is placed in our ESL program (default program). The ESL teacher continues to make outreach to families via phone and/or letters.
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.
- Due to the small number of the ELLs we have, our school only offers an ESL program. As mentioned earlier, the school keeps records of parents' program selections so parents can be contacted when a bilingual program is available at our school. We complete our ELPC report weekly, and within 20 days of any students' enrollement. Students whose parents choose ESL are initially placed in our ESL program based on grade level (K-2 or 3-5). Sometimes, families make program decisions based largely on staying within the immediate neighborhood. If, after initial communication, the parent/guardian would like the Dual Language or Transitional Bilingual program, the school makes every effort to find a school with such service. The ESL teacher sends out letters to parents, both in English and in their native language informing them about their child's placement and level. She sends letters to current and former ELLs informing them of the LAB-R or NYSESLAT results. Placement, continuation of ESL service or discontinuation letters are all sent to parents in both English and parents' native language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The ESL teacher runs the R-LAT-ATS report, which lists all students who are eligible for the ESL service and for taking the NYSESLAT test. She adds to the R-LAT list all the newly tested students who did not pass the English LAB-R. First, the ESL teacher sends letters to parents of all ELLs informing them about the NYSESLAT test, which usually takes place in the Spring. Then, a team for testing and a team for scoring is formed (does not include the ESL teacher). This team administers and scores the speaking section of the NYSESLAT for each ELL individually. The ESL teacher administers the other three modalities of the test (listening, reading and writing). The scoring team transcribes the speaking scores and scores the writing section of the test. In planning for the administration of the four modalities of the test, all test modifications are taken into consideration for both general and special education ELLs who take the test separately. Throughout administration of the four modalities, the test is treated as a secure test and kept locked in a safe place. Upon completion of each section of the test, the ESL teacher and the test coordinator package and deliver the test within the designated timeframe. Our school also makes every effort to train more teachers to administer the NYSESLAT for a situation when the ESL teacher may not be available.
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. 
- The trend that appears is that parents choose the Freestanding ESL program that our school offers.

Program Selection /Parent Choice

Year	ESL	Transitional Bilingual	Dual Language
2012-2013	12	0	0
2011-2012	9	0	0
2010-2011	21	0	0

2009-2010	24	0	0
2008-2009	23	0	0

As previously stated, the program models offered at our school are aligned with parents' request.

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])?
 - a. Instruction is delivered via the pull-out model. The ESL teacher has her students in two groups this year (K-2, and (4-5). The two groups are not mixed according to proficiency levels, but to grade level (heterogeneous). She works with them in a group setting of 4-9 students.
 - b. Instruction is delivered in 50 minutes blocks. All students receive their mandated ESL service minutes in full. One ELL student attends the extended day program to receive extra support service.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. The ESL teacher provides instruction in English to each student according to the mandated number of instructional minutes required based on the proficiency level in the English language. For beginners and intermediates, 360 minutes is provided per week, and for advanced, 180 minutes is provided per/week (pull out model only). The pull out model group includes students who are either from the same grade or from no more than 2 consecutive grade levels. The groups are heterogeneous in terms of their proficiency level. When classes are organized, the school tries to place the ELL students in a particular grade in the same classroom (when feasible) to allow for easier scheduling. Also, when possible, we place a non-English speaking student with a

teacher who speaks the same language for native language support.

2.a. Our school uses the ReadyGen literacy program. This program incorporates whole language and phonics, a thematic approach, and teaching learning strategies and vocabulary that support ELLs in their general education classes. All four-language acquisition skills (reading, writing, listening, speaking) are facilitated. ELLs read and write for authentic purposes, individually and in cooperative groups. Instructional practices implemented in the ELL classroom are read alouds, shared reading, guided reading, literature responses (oral and written), and written reports. Scaffolding techniques are used by the ESL teacher and in general education classrooms.

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.

A variety of content areas are addressed in the ESL classroom while using activities encouraging language acquisition. Time is spent on specific Math language and Science language, as well as general English language development. A great deal of our school curriculum is Social Studies and Science based, so during ELL class, Science and Social Studies themes are addressed and aligned with CCLS and the six shifts. Students learn vocabulary and language structures that scaffold on what they are doing in their mainstream classrooms. This facilitates their access to classroom learning. Programs such as the Globe science program as well as the SEED programs are in the ESL classroom using the multiple-intelligence strategies and best practices. Ms.Zayed conducts small group lessons that are aligned with the students' grade's curriculum. She scaffolds her instruction using visual aids and realia to enhance students' learning. She also uses ESL strategies such as modeling, bridging, and schema building. She continues to focus on developing language skills aligned with the standards to help the ELLs population achieve the same high standards as their peers. She integrates differentiated instruction to meet all her students' needs. Texts are adapted, reproduced and scaffolded appropriately for the ELLs students. She uses organizers, sentence starters, vocabulary front loading, TRP (Total Physical Response), SIOP and backward design techniques to help students in schema building. She also follows the curriculum mapping of ReadyGen and plans lessons aligned with the classroom teachers' plans.

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

If the student is a Spanish-speaking student, the certified ESL teacher administers the Spanish Lab Test at the beginning of the year. Since we only offer ESL, we do not give children instruction in their native language. However, when standardized tests are given, children in grades 3-5 are provided with a copy of the test in their native language (with the exception of the ELA, for students who have been here longer than one year) when the test is available in that language. When it is not, we provide dual language dictionaries when appropriate and translators when necessary.

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

The ESL teacher conducts ongoing formal and informal assessments for reading, writing, speaking, and writing throughout the year. These assessments are conducted daily, weekly, or monthly. The periodic assessment test is also administered by the ESL teacher to all ELLs twice a year to track growth in the four modalities. Storytelling and re-telling are used to measure the speaking and listening modalities as per assessment rubrics and checklists. Also, rubrics are used in each lesson and activity to measure and track understanding. Guided and independent reading are used to measure reading improvement. MyOn essay writing and rubric are used as a writing assessment. Finally, NYSESLAT, which tests the four modalities, is administered each spring to all ELLs.

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).

. The ESL teacher uses ESL strategies such as:

- Vocabulary front loading
- Texts that are adapted, reproduced and scaffolded according to the ELLs level
- Usage of different graphic organizers to build schema
- Usage of visuals, realia, hands on, experiments, manipulatives and observations
- TPR techniques
- SIOP approach
- Backward Design approach

It should be noted that our school is currently using ReadyGen in the literacy block. The ESL teacher uses it too with her ELLs.

ReadyGen addresses the needs of ELLs in that it has special sections designed for differentiated and scaffolded instruction.

6.a. Currently we have no SIFE students but if any enroll in our school, they will be invited to attend extended day and small group sessions for individualized support. In addition, they will, if assessment suggests they need it, receive support from our AIS (Academic Intervention Services) team. The ESL teacher assesses each student as per the written goals and subsequently sets action plans for the student's learning. The student receives differentiated instruction using the four modalities in reading, writing, listening and speaking. Articulation between the ESL teacher and the classroom teacher insures continuity of instruction. When possible, we place a non-English speaking SIFE student with a teacher who speaks the same native language. The ESL room is equipped with books on tapes, posters and picture cards, realia and illustrations.

6.b. ELLs who have been in the U.S. for less than three years are monitored by their classroom teachers and the ESL teacher to assess specific language and cultural understanding and/or barriers. The teachers regularly discuss their findings in order to develop tools to meet individual needs. Articulation between the classroom teacher and the ESL teacher maintains continuity of instruction. The needs are addressed through a variety of language learning methods used in the mainstream and ESL classrooms as well as but not limited to lessons about American customs and cultural norms, to help students become comfortable around new traditions. Students' backgrounds and cultures are celebrated and they are often asked to be "experts," teaching about their specific countries and traditions. When we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, we try to locate and provide some materials in the child's language. In the case of special education ELLs whose IEP mandates a bilingual program and whose parent requests that the student attends our school, a para that speaks the native language is assigned. ELLs are given test prep classes in addition to English language instruction.

6.c. Since we are a K-5 school, sometimes we have ELLs who are receiving (4-6 years of service). NYSESLAT scores of such students are analyzed to determine in which modality(ies) they need additional support. Strategies for the ESL class and the mainstream classroom are put into place and detailed in the A.7.1. These students will also be discussed at the school's Response to Intervention team meeting to determine if additional interventions are warranted.

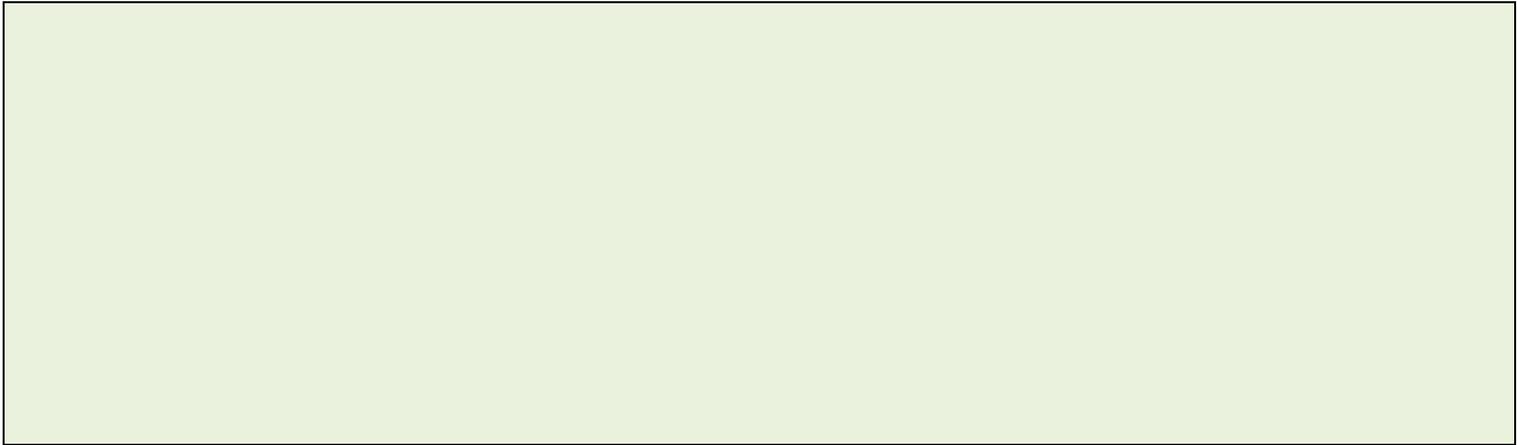
6.d. Since we are a K-5 school, we don't have LTEs. In rare cases when a student is held back, then these students will be supported in many ways similar to students who are receiving 4-6 years of service. These students will be considered to receive AIS service. Former ELLs get support from the ESL teacher for 50 minute blocks per week. She provides them with targeted instruction in reading that focuses on building vocabulary and comprehension skills using research based programs such as Reach. She also uses differentiated instruction. Former ELLs are given test modifications for two years after passing the NYSESLAT.

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?

Instructional strategies include modeling, guided and independent practice, schema building. The ESL teacher uses realia, Universal Design for Learning, RTI, strong tier 1 high quality instruction, small group instruction, modifying and adapting text level, Sheltered Instruction SLOP, TRP strategies, graphic organizers, vocabulary development, re-wording instructions-breaking them down into simple steps, usage of sentence starters, usage of the right book on child's level, usage of audio visual aids, usage of Pictures Inductive Word Model, reviewing student data and picture cards, usage of games and activities that reinforce academic skills and role play and dramatization. All these practices and strategies aid the students to be on grade level and in the meantime, the focus of all lessons is to increase the acquisition and the development of the English language in the four modalities of listening, speaking, reading and writing. Technology such as laptops and smartboards are used to support ELLs in their home classrooms.

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?

For the students with special need, the IEPs are reviewed and revisited. The ESL teacher and the classroom teacher collaborate to create a plan of instruction that would best serve these students. Appropriate ESL goals are formulated and included in the IEP. These goals direct both the ESL teacher and the classroom teacher to provide the most appropriate instruction in regards to learning style and functional level. The ESL teacher also collaborates with service providers, special education liaison, AIS teacher, and SETSS teacher. In addition to that, the ESL teacher writes action plans for each ELL who is also an SWD. In the action plan, she writes ESL goals targeting the four ESL modalities. Differentiated instruction both in the students' classroom and in ESL is provided to SWDs. Programming allows for mainstreaming, integrating, and/or interclassing for specific subject area when warranted. When there is a need for a para who speaks the student's native language, we assign one. We also provide PD for ESL and special education teachers. Via small group instruction, we re-teach and reinforce skills that are not mastered.



Courses Taught in Languages Other than English 

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

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

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

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

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

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

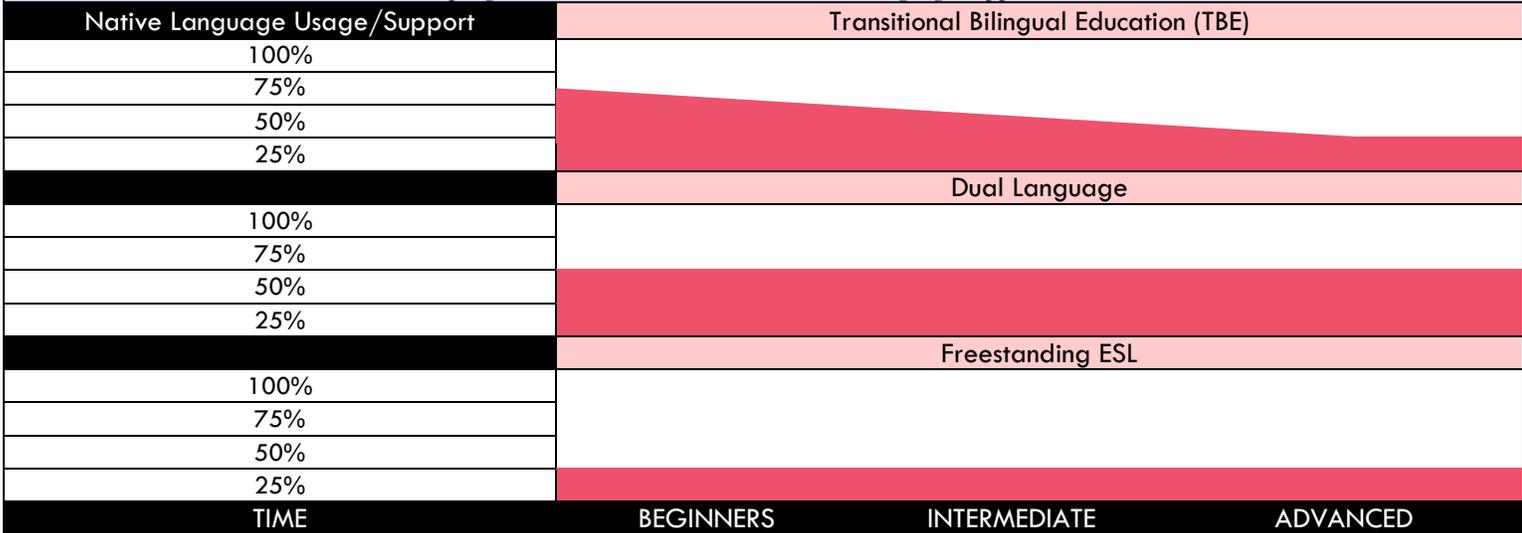
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELL students who need additional intervention services are seen by the school's AIS and SETSS teachers for ELA/Social Studies Math/Science and the content areas as needed during the school day and during the extended day instructional period. Instruction is delivered via small group. All of these services are taught in English. Intervention services across the curriculum can include but are not limited to: modified and leveled text, explicit phonics instruction, differentiated instruction based on student's data, graphic organizers, small group instruction, guided & interactive reading, interactive & guided writing, and reading comprehension activities with specific emphasis on inferring, reading and solving word problems, work around computational strategies, the base 10 system, and number theory. Students have the option to take the state tests in their native language in our school.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Looking at our data, we see that our ELLs earned 77% progress point using the NYSESLAT report which usually is available every spring. This shows that our program is effective in meeting our ELL's needs in terms of the language development.
11. What new programs or improvements will be considered for the upcoming school year?
- If funds become available, a new healthy eating program will be implemented. This program will include lesson plans/activities geared to teaching students all about healthy eating. Also, when funds are available, educational trips will be planned for ELLs and their parents. In addition, if funds become available, ELLs will get laptops to use in the ESL class.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs-curricular and extracurricular. For example, when warranted (according to their performance), they are offered AIS services, a seat in the mandated extended day period program in ELA and Math and/or special needs services such as at risk SETSS or SETSS. Parents are notified of the service and have an option to accept or decline. Also ELLs are invited to dance activities such as the Father - Daughter Dance. They also go on school trips. Finally, ELLs and their parents are invited to all school plays in Truman High School.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs are supported with all the instructional materials as their English dominant counterparts. These materials include ReadyGen, Go Math, Harcourt Science, and McGraw Hill Social Studies. In addition, leveled texts (fiction and non-fiction) are used to allow students with varied reading levels access to information. In terms of technology, teachers use various sites including Brain Pop and Brain Pop Jr. to engage and motivate all learners. MyOn On-line Readers are also used to support literacy instruction. All classrooms are outfitted with SMARTboards as well as laptops. All instruction is delivered in English. However, materials such as math, science, and social studies text books are available in Spanish as additional supports.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The school has an ESL program, which is delivered in English. However, all languages are honored and supported. For example, when we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, when possible, materials - including math, science, and social studies textbooks - are provided in the child's native language. In the case of special education ELLs whose IEP mandates a bilingual program, and whose parent requests that the student attends our school, a para who speaks the child's native language is assigned. ReadyGen, the literacy program, helps us to incorporate cognates in our teaching to all students, particularly supporting our ELLs. Finally, we plan to allocate some of our translation funds to support ELLs native language in the classroom in the form of translators during state exams.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students are grouped as much as possible with like age/grade levels. Required services support, and resources correspond to ELLs age and grade level. We group our ELLs in a pull-out service. Groups are leveled K -2, and 3-5.
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.
- Our plan is to have an event a few days before the first day of school. We will invite our former ELLs and the new ones with their parents. Such an event might include fun activities for the students and parents. We can take the new kids on a tour throughout the school and show them their new classes. We can educate parents about our school and programs/services offered at our school

during this event.

18. What language electives are offered to ELLs?

Since we are K-5 grade, we don't offer any language electives in our school.

19. For schools with dual language programs:

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

Paste response to questions here:

N/A - We do not have a Dual Language Program.

C. Professional Development and Support for School Staff

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

1. Professional development opportunities are available to all staff in our school, including general and special education teachers, the assistant principal, paraprofessionals, guidance counselor, and parent coordinator. The secretaries attend professional development offered by the UFT and the parent coordinator attends professional development offered by the network. The ELL teacher participates in all PD that is offered by the network. Also, the ELL teacher attends staff meetings and school PD days in order to learn more about school initiatives and programs. The ELL teacher has attended PD on: Differences Between Social and Academic English and How to Use Social English to Bolster Academic English; General Best Practices, Focusing on Interactive Techniques; Understanding Second Language Learning: Stages of Acquisition; Scaffolding; Encouraging Language Production. The ESL teacher articulates with teachers of ELLs to offer strategies to improve the English Language Proficiency of the students. Our professional library includes texts such as, Learning To Learn A Second Language and Scaffolding Language, by Pauline Gibbons. Our full time ESL teacher provides professional development to our staff and she shares best practices and strategies used with ELLs. PD dates are as follows: 9/17/13, 9/23/13, 10/15/13, 10/30/13, 11/18/13, 12/5/13, 1/14/14

2. The ESL teacher at PS. 178 attends as many professional development sessions as possible. She attends all professional development sessions offered by our Network Office of the English Language Learner (OELL), as well as, the Bilingual Education Technical Assistance Center (BETAC). The ESL teacher is informed of new approaches in ESL instruction, new state standards, and any new regulation regarding the ESL program or new state tests. The aforementioned professional development sessions help and enhance the ESL teacher's skills so she can better meet the ELLs' educational needs. Network professional development included SIOP training. Another example, is through BETAC at Fordham University. The ESL teacher participated in a workshop about Common Core Learning Standards and how to apply them with ELLs. She shares newly learned strategies with classroom teachers who work with ELLs, as needed. Our network specialist is available to meet with the ESL teacher in person, via e-mail, and by phone to discuss any issues or concerns she or the school might have regarding the ELLs or the ESL program. The ESL teacher documents the PDs she attends in the school ESL Compliance Binder.

3. The guidance counselor and parent coordinator counsel families on finding the middle school with the most appropriate setting for students given their language needs. Middle school open house information is disseminated to the families of graduating students. Transition work packets are provided by the receiving middle school. Also, the ESL strategies taught to ELLs can assist them as they transition from elementary school to middle school and become independent learners.

4. Classroom teachers are supported by the ESL teacher, as well as by the Network Support Specialist. All teachers are given formal and informal training in helping ELLs. The ESL teacher confers and articulates with classroom teachers in addition to presenting a designated ESL workshop for all staff. All teachers attend courses and seminars to complete the required 7.5 hours of ESL training. She documents the PDs she attends and the PD she offers the staff in the ESL Compliance Binder. The following are some of the topics covered for the aforementioned professional development required number of hours:

- State Testing and Testing Modifications
- Promotional Criteria for ELLs
- Theories of Language Acquisition and Implication for Teaching ELLs
- Using Various Modalities of Instruction to Reach English Language Learners
- Guided Reading, ESL Strategies for Success in Reading
- Using Scaffolding in Teaching Writing Strategies for ELL Students
- Differentiated Instructions for ELLs
- Enhancing Literacy Through Read Aloud

Also, the secretaries and Parent Coordinator receive professional development regarding their special role in assisting ELLs and their parents. The schedule of upcoming professional development days to be conducted by the Office of English Language Learner (OELL), or by BETAC will be posted in the main office and be made available for all personnel.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents can be active participants by volunteering on school committees or within the classroom (field trip chaperones, special projects, writing celebrations, etc). Parent are also invited to participate in the Learning Leader program. For ELL students, engagement begins with a letter introducing and explaining our English acquisition program and inviting them to an initial group meeting in late September (Parent Orientation - which is offered multiple times to accommodate everyone). They are also invited to meet individually with the ELL teacher to discuss their children's needs and how they will be met. Parental choice, as to what type of English learning program they can choose for their child, is explained. All parents here have opted for our ESL, pull-out model, rather than transferring their children to dual language transitional programs or bilingual programs at other schools. When students enter the school in the middle of the year, parents/guardians are introduced to the ESL teacher who explains the program options and more specifically, our pull-out program. During the school year, on-going meetings and telephone calls to parents as-needed or as-requested encourage and support parent/guardian involvement with ELLs. Parents are encouraged to use their native language and to build literacy at home as well as in extracurricular settings. The native traditions and cultures of our students are shared and celebrated. The ESL teachers provide parents with websites where they can have access to great books in other languages such as Spanish. Also, ELL families are invited to all school events (Curriculum Night, PTC, parent work shops, assemblies, dances, and Parent Association meetings). Finally, the parent coordinator and administrators inform families about PDs for parents whenever they are offered by the city or by our network. When warranted translation services are provided for ELL families.
 2. All parents including parents of ELLs are invited to all workshops at our school. Our parent coordinator in conjunction with the Learning Leaders' liaison as well as our literacy and math coaches have conducted parent workshops detailing instructional expectations, CCLS and at strategies/practices.
 3. To evaluate the needs of the parents the parent coordinator analyzes surveys sent to families to determine preferred workshop topics (e.g. homework help, testing, study habits). In addition, administration works closely with the PA to assess and address parent needs. Workshops are also offered to disseminate new information (e.g. CCLS). The parent coordinator assists in securing translation services for our parents.
 4. Parental involvement activities are similar to those offered to English speaking families (e.g. parent workshops, Learning Leaders training, Curriculum Night, PTC). They inform parents about the school curricula, the activities and units that students are studying in school, and the progress that their children are making. We provide parents with (e.g. translated materials, interpreters, meetings, etc.) on an ongoing basis. We also provide them with websites where they can find books for their children in their native language. We provide them with the Parents' Translation Guide as well as with telephone numbers where they can access such service. The parent coordinator assists in securing translation services for our parents.

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>Dr. Selman Waksman</u>		School DBN: <u>11X178</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah Levine	Principal		12/16/13
Jennifer Streppone	Assistant Principal		12/16/13
Yvette Vasquez	Parent Coordinator		12/16/13
Majda Zayed	ESL Teacher		12/16/13
Deleese Jenkins	Parent		12/16/13

Virginia Ferrara	Teacher/Subject Area		12/1/13
N/A	Teacher/Subject Area		
Jody Stracci	Coach		12/16/13
Jean Staudt	Coach		12/16/13
Debra Penate	Guidance Counselor		12/16/13
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X178 School Name: Dr. Selman Waksman School

Cluster: 5 Network: CFN 532

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

Part A: Needs Assessment Findings

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

1. Parents of all incoming students are asked to complete the New York City Department of Education "Parent/Guardian Home Language Identification Survey". Using the information gathered from the language survey and parent interviews, the school determines individual written translation and oral interpretation needs to ensure that all family member of the school community are provided with appropriate and timely information in a language that they can understand. There is a bilingual (Spanish) Parent Coordinator at our school who provides translation support as necessary, for students and parents. The school social worker also provides translation support (Spanish) to families through the school year. In addition, there are several parent volunteers who help to facilitate communication with parents and family members who require translation or clarification. The major finding regarding the needs of parents' written and oral interpretation needs is that a majority of parents feel that English/Spanish translation of newsletters, parent-teacher letters and parent reports provide appropriate opportunity for parents to keep informed about school curriculum, instruction, assessment and special programs. In addition, we provide translation in several different languages, as needed, with our changing enrollment. The school has several bilingual staff members who join conferences, meetings, and orientation programs to ensure that all parents and visitors can understand and participate. For example, during the mandated E.S.L Parent Orientation, the ESL teacher serves as a guide for parents and is available to answer questions in English and the Parent Coordinator helps in translation if needed. Parent feedback indicates that parents are highly satisfied with all aspects of their child's educational program and feel that the school communicates frequently with them.

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.

2. Our Parent Coordinator has provided written translation and oral interpretation service for parents over several years. According to past data, there are relatively few parents who require bilingual Spanish translation services at PS. 178. Most parents have adequate expressive and receptive language skills in English. However, translation service is routinely offered to parents and important school communications are forwarded in both English and Spanish.

Part B: Strategies and Activities

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

1. At our school, parents are provided with a Bill of Parents' Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Our school plans to have written translation services in the primary language(s) of parents for a variety of purposes throughout the school year. We plan to translate school, district, city, and state important communications into Spanish and other several languages prior to being sent home. The communications are also translated into several other languages as appropriate to our student population. Our school's bilingual social worker provides support and translation services to families throughout the year. The availability of interpretation services is posted in the office and on the bulletin board near the entrance of the school.

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.

2. Oral interpretation services are provided for all parents and family members who require assistance at school related meetings. Parents attending school conferences and/or educational planning conferences including annual reviews are routinely provided with translation services as needed. This is facilitated through the Parent Coordinator, the bilingual social worker or bilingual paraprofessionals. In addition, parent volunteers are available to assist with the process.

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>.

3. PS. 178 believes in the importance of ensuring that all parents of ELLs are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education as described by the Department of Education. In this regard, the school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame of thirty days. As described, upon request, the school provides interpretation services for parents at group and one-on-one meetings such as parent conferences to ensure that parents communicate effectively with the school regarding critical information about their child's education. Our school will notify parents regarding translation and interpretation services and instructions on how to obtain such service in the Parent Handbook, which is issued in September. Also, a copy of this notification is posted on the Parent Association bulletin board, which is located at the main entrance of the building. The Parent Coordinator also has a copy of this notification.