



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MARCUS GARVEY ELEMENTARY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K044

PRINCIPAL: VALERIE TAYLOR **EMAIL:** VTAYLOR2@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP 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.

Name	Position and Constituent Group Represented	Signature
Valerie Taylor	*Principal or Designee	
Helena Johnson- McKesey	*UFT Chapter Leader or Designee	
Christina Jackson	*PA/PTA President or Designated Co-President	
Rosealie Heyward	DC 37 Representative, if applicable	
Louella R. Gordon	Member/ UFT	
Nichole Kirkland	Member/ UFT	
Patricia Cokley	Member/ UFT	
Aletha Marshall	Member/ UFT	
Jacqueline Marshall	Member/ UFT	
Anita Smith	Member/ Parent	
Lillian Sorrentin	Member/ Parent	
Ira Major	Member/ Parent	
LaVoya Hofer	Member/ Parent	
Subhana Rahim	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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.

- 75% of students will show progress in writing responses to informational text.

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.

- The need is based on the analysis of data from the New York State ELA exam, ACUITY interim exams, students' portfolios and conferring notes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, and
 - d) Timeline for implementation.
- Develop Common Core aligned units of study that incorporates opportunities for students to write and use supporting evidence.
 - Provide professional development for teachers to build competency in evaluating students work and give students feedback.
 - Teachers collaborate weekly to develop lessons that incorporate the skills needed for providing evidence to support points of view.
 - Teachers meet weekly in teams to examine and evaluate students to plan instructional adjustments.
 - Use extended day intervention to target students with greatest need.
 - Develop benchmark assessments for writing using rubrics.
 - Create inquiry teams to address sub-groups.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Provide a monthly report on students' progress.
- Provide assistance to parents in understanding Common Core State Standards and assessments.
- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectation in literacy; and technology training to build parents capacity to help their children at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - The 5% set-aside funds to insure teachers are highly qualified will be used to assist teachers in becoming highly qualified.
 - The 10% set-aside funds for professional development will be used to provide professional development in house and off-site.
 - Administration will work with Human Resource to ensure that teachers are highly qualified.
 - Ongoing professional development/training.
 - Small stipend for classroom materials & management.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title1 funds will be used to provide supplies for students in temporary housing.
 - The schools nutrition program will be used to promote healthy eating.
 - Anti-bullying programs (including peace patrol, peace rallies, and peer mediation)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title 1 allocation: 1% set aside for parent involvement; 5% set aside for highly qualified teachers; and 10% set aside for professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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.
 - 70% of students will show progress in Common Core mathematical problem solving.

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.
 - The need is based on the analysis of data from the New York State Math exam, ACUITY interim exams, students' portfolios on Common Core aligned performance based assessments and conferring notes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
 - Teachers will receive professional development in Common Core State Standards for mathematics to improve pedagogy and content knowledge.
 - Teachers will meet in teams on a weekly basis to assess students work and plan lessons aligned to Common Core Standards.
 - Teachers will align Everyday Math curriculum, Common Core math standards and Exemplars Problem Solving Performance Tasks.
 - Teachers will work closely with network math instructional specialists to build capacity in math content, and gain better understanding of the math Common Core Standards.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide a monthly report on students' progress.
 - Provide assistance to parents in understanding Common Core Standards and assessments.
 - Provide materials and training to help parents work with their children to improve their achievement level in math.
 - Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectation in math; and technology training to build parents capacity to help their children at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - The 5% set-aside to insure teachers are highly qualified will be used to assist teachers in becoming highly qualified.
 - The 10% set-aside for professional development will be used to provide professional development in house and off-site.
 - Administration will work with Human Resource to ensure that teachers are highly qualified.
 - Ongoing professional development/training.
 - Small stipend for classroom materials & management.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title1 funds will be used to provide supplies for students in temporary housing.
 - The schools nutrition program will be used to promote healthy eating.
 - Anti-bullying programs (including peace patrol, peace rallies, and peer mediation).

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title 1 allocation: 1% set aside for parent involvement; 5% set aside for highly qualified teachers; and 10% set aside for professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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.
 - 100% of teachers will engage in collaborative work creating units of studies aligned with Common Core State Standards (CCSS) across subject areas.

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.
 - The need is based on the city wide instructional expectations and the mandated implementation of the Common Core State Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
 - Provide professional development in analyzing student work.
 - Review Common Core-aligned tasks and rubrics.
 - Create tasks aligned to Common Core Standards.
 - Create units of studies.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide a monthly report on students' progress.
 - Provide assistance to parents in understanding City, State and Federal standards and assessments.
 - Provide materials and training to help parents work with their children to improve their achievement level in literacy and math.
 - Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectation in literacy and math; and technology training to build parents capacity to help their children at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - The 5% set-aside to insure teachers are highly qualified will be used to assist teachers in becoming highly qualified.
 - The 10% set-aside for professional development will be used to provide professional development in house and off-site.
 - Administration will work with Human Resource to ensure that teachers are highly qualified.
 - Ongoing professional development/training.
 - Small stipend for classroom materials & management.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title1 funds will be used to provide supplies for students in temporary housing.
 - The schools nutrition program will be used to promote healthy eating.
 - Anti-bullying programs (including peace patrol, peace rallies, and peer mediation)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title 1 allocation: 1% set aside for parent involvement; 5% set aside for highly qualified teachers; and 10% set aside for professional development.

ANNUAL GOAL #4 AND ACTION PLAN

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.
 - 100% of teachers will receive professional development on Common Core State Standards in literacy and math.

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.
 - The need is based on the implementation of the Common Core State Standards in ensuring educators develop the skills they need to increase the rigor of instruction for all students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
 - Analyzing student work to develop and implement plans towards success for all students.
 - Provide content area support in all subjects.
 - Facilitate discussions and using protocols.
 - Develop systems and structures for implementation of short cycles of classroom observation.
 - Provide clear and concrete feedback to support teachers' professional growth and development.
 - Provide professional development around Common Core instructional expectations.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide a monthly report on students' progress.
 - Provide assistance to parents in understanding City, State and Federal standards and assessments.
 - Provide materials and training to help parents work with their children to improve their achievement level in literacy and math.
 - Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectation in literacy and math; and technology training to build parents capacity to help their children at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - The 5% set-aside to insure teachers are highly qualified will be used to assist teachers in becoming highly qualified.
 - The 10% set-aside for professional development will be used to provide professional development in house and off-site.
 - Administration will work with Human Resource to ensure that teachers are highly qualified.
 - Ongoing professional development/training.
 - Small stipend for classroom materials & management.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title1 funds will be used to provide supplies for students in temporary housing.
 - The schools nutrition program will be used to promote healthy eating.
 - Anti-bullying programs (including peace patrol, peace rallies, and peer mediation)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title 1 allocation: 1% set aside for parent involvement; 5% set aside for highly qualified teachers; and 10% set aside for professional development.

ANNUAL GOAL #5 AND ACTION PLAN

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.
 - Increase the school's ability to effectively engage parents by 5%.

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.
 - The need is based on data analyzed from the Quality Review, Learning Environment Survey, State exams, and School Progress Report.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
 - Parent orientation October 12-14 to introduce Common Core Expectations and Performance Task.
 - November 15, parent workshop on how to access student information on ARIS.
 - January- February Parents as Reading partners (parents visit classrooms to observe read aloud demonstrations and read with students)
 - March 2nd, Dr. Seuss's Read Aloud Day. (Parents visit classrooms to read to students)
 - April 30th Family Reading night.
 - May 14-18 Science Fair. (Parents visit to observe science displays)
 - June 15th Clubs Showcase. (Parents attend an assembly program)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Create parent survey of workshop topics and times.
 - Create contact list for parents with telephone and email addresses.
 - Plan workshops based on survey feedback.
 - Send out workshop and special events memos and flyers.
 - Translate school flyers and letters in dominant languages (Spanish, Bengali, etc.)
 - Parent coordinator will conduct community outreach programs in order to build stronger ties between parents and other members of the school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - The 5% set-aside to insure teachers are highly qualified will be used to assist teachers in becoming highly qualified.
 - The 10% set-aside for professional development will be used to provide professional development in house and off-site.
 - Administration will work with Human Resource to ensure that teachers are highly qualified.
 - Ongoing professional development/training.
 - Small stipend for classroom materials & management.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title1 funds will be used to provide supplies for students in temporary housing.
 - The schools nutrition program will be used to promote healthy eating.
 - Anti-bullying programs (including peace patrol, peace rallies, and peer mediation)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title 1 allocation: 1% set aside for parent involvement; 5% set aside for highly qualified teachers; and 10% set aside for professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	N/A	N/A	N/A	N/A	4		
1	31	N/A	N/A	N/A	6	7	10	
2	20	N/A	N/A	N/A	18	6	7	
3	27	27	N/A	N/A	15	9	20	
4	21	21			12	8	10	
5	12	12			21	7	10	
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Services are provided during the school day in small group and individual sessions in both literacy and math. The following programs are utilized: Voyager Passport, Good Habits Great Readers and Rigby In Step Readers.
Mathematics	The following programs are used in mathematics: Everyday Math & V-Math Voyager
Science	Science cluster teacher meets with levels 1 and 2 students in small groups for each unit of study to provide additional support and scaffolding.
Social Studies	
At-risk Services provided by the Guidance Counselor	Individual and group sessions are provided to improve concentration and focus on academics while reducing interpersonal, social and peer conflicts that interfere with meeting classroom and school academic standards.
At-risk Services provided by the School Psychologist	Individual and group counseling sessions are provided to help students improve socialization skills.
At-risk Services provided by the Social Worker	Individual and group counseling sessions are provided to improve interpersonal and promote healthy socialization.
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS 44 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;

PS 44 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. P S 44 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, PS 44 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;

P S 44 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

P S 44, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Margarita Nell	District 13	Borough Brooklyn	School Number 044
School Name Marcus Garvey Elementary			

B. Language Allocation Policy Team Composition [?](#)

Principal Valerie Taylor	Assistant Principal Nichele Holder
Coach Sherry Williams	Coach Sherry Williams
ESL Teacher Oneila Foster	Guidance Counselor Yaacov Abraham
Teacher/Subject Area Elizabeth Heda	Parent type here
Teacher/Subject Area Bernadette Barton	Parent Coordinator Cheryl Williams
Related Service Provider Anna Vedrine	Other Alethia Marshall
Network Leader Margarita Nell	Other Cynthia Felix

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	337	Total Number of ELLs	7	ELLs as share of total student population (%)	2.08%
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Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
5. 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.)
6. 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. 

Paste response to questions 1-6 here

1. Upon registration, parents are given a Home Language Survey (HLIS) to complete. The ESL Teacher conducts the informal oral interviews for the Spanish speaking parents who are completing the HILS forms as she is fluent in this language. Parents who speak other languages are provided with an offsite translator of parent volunteer who is fluent in that language. The HLIS forms are reviewed promptly and eligible student are tested within the first ten days of admissions with the LAB-R and placed accordingly. The pedagogue who conducts the interviews is fluent in Spanish only. Through ATS we are able to download the exam history of our ELL'S using REXH and RLab. These documents provide us with information regarding the student's eligibility for NYSESLAT testing. In the spring students are administered the four components to NYSESLAT (listening, reading, writing and speaking).
2. The ESL teacher is able to speak with the parents during the registration process to explain the three program choices. Our school only offers a freestanding ESL program. Parents are always welcomed to speak with the ESL teacher if they need further clarification. In addition, the ESL teacher meets with parents during parent teachers conferences.
3. Entitlement letters are distributed as students become eligible for the program or continue entitlement. Parent survey and program selection forms are sent home with tear-off attachment. These include a section for parental signature and deadline for return. These are kept in the student's information folder.
4. P.S. 44 only has an ESL program. Parents are notified of this at the beginning of the school year. Through the entitlement letters and survey form they are aware of their choices. These letters are available in English, Spanish, Bengali and Arabic. Translation service in Spanish is provided by the ESL teacher. All other translation services are provided by offsite providers or parent volunteers who are fluent in the said languages.

Part III: 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 checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	4	0	1	1	0								7
Push-In														0
Total	1	4	0	1	1	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	6	Special Education	1
SIFE		ELLs receiving service 4-6 years		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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	0	1							6
Total	6	0	1	0	0	0	0	0	0	6

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education	
Number of ELLs by Grade in Each Language Group	

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2			1									4
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic		1		1										2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	4	0	1	1	0	7							

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

- 1a. The ESL program at PS 44 is a pull out program model that offers support to students with limited English proficiency.
- 1b. Students are grouped according to the same proficiency levels.
- 2a. In our ESL program, students are serviced five times per week and receive the mandated hours of services. Beginners and intermediate receive 360 minutes and 180 minutes for advanced students. The materials are geared towards the needs of the students, and the instruction is designed to help students reach the level of performance that the Common Core State Standards (CCSS) demands. Instruction is provided in all subject areas and gives the needed academic support. The main focus of instruction is based upon the principles presented in the CALLA guide books, CCSS, and Danielson's Framework for Teaching.
3. A variety of instructional strategies are utilized. Some of these include role-playing, modeling and hands on activities that assist with Language development. All instruction is presented in English. Linguistic structures are taught according to concepts and context to be mastered.
4. At P.S. 44, we do not have a bilingual or dual-language program. Thus, ELLS are evaluated in English. If they are eligible for state testing, then arrangements can be made for the students to take subject area exams in their native language (if available).
- 5a. There are no SIFE students.
- 5b. For newly arrived ELL's they are given intensive pull-out classes in basic interpersonal communication skills. In addition, this curriculum will develop the vocabulary, syntax and functions necessary for integrating socially and academically into their classes.
- 5c. Long-term ELL's emphasis will shift towards addressing their most pressing academic needs, especially in reading and writing through articulation with the classroom teachers.
- 5d. We do not have any Long-Term ELLs at the present moment.
6. Ell's identified as having special need are grouped according to their proficiency. They are integrated with other students as they are held to the same high standards and expectations. These students receive additional assistance as recommended by their IEP's. Some of these are academic Intervention, speech and resource room.
7. At P.S. 44, we use curricular, instructional and scheduling flexibility to meet the diverse needs of ELLs – SWDs within the least

A. Programming and Scheduling Information

restrictive environment by offering the necessary support to help the students achieve academic strides. These can include ESL push-in instruction, if necessary, and academic intervention.

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

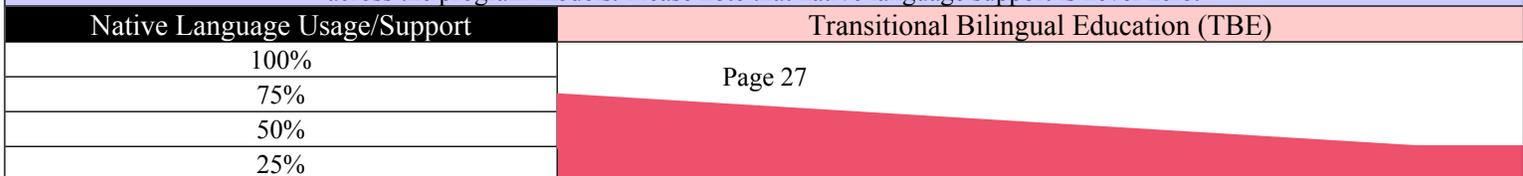
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. ELL's are eligible to participate in all intervention programs provided in our school. The groups targeted are those who do not have I.E.P.s as they receive mandated services. These students are offered Academic Intervention Services in English.

9. ELL's who have reached proficiency on the NYSESLAT are monitored by the classroom teachers for any difficulties they have in a particular subject area. This information is relayed to the ESL and Literacy coach. These students are given remediation in the areas of difficulty.

10. There are no new programs or improvements scheduled for the upcoming year.

11. All current programs will remain in place for this upcoming year.

12. All extra curricular activities in PS 44 are open to all students for participation, and this includes ELL students. Some of these activities are, girls/boys basketball team, girls track team, violin, and band.

13. Instructional materials include textbooks, workbooks, big books, and various literature genres, leap frog and listening centers. Students' have access to the computer lab where programs are utilized that provide assistance in language development. SMART Boards have now been added in all classrooms. Newly arrived and Beninning ESL students engage in TPR (Total Physical Response) activities. They use the Leap Frog system, listening center and computer based activities. Intermediate and Advanced students utilize ESL textbooks and workbooks as part of their curriculum, The also have access to classroom libraries with various leveled books and literature genres.

14. In PS 44 all support is provided in English. ESL is the only program model offered. Native language support is utilized in communication with parents. The ESL teacher is able to give support to Spanish speakers. If needed translations are available for subject area state test.

15. All services and resources correspond to ELLs' ages and grade levels and are in alignment with the required grade curriculum. ELL students are held to the same standards as the students of similar grade and age. The texts and materials available offer the needed support for our students as well as all classroom instructional materials.

16. At the school level there are no activities to assist newly enrolled ELL's before the beginning of the school year. However, students who are enrolled receive information about availble programs and instructional materials to assist them in helping their child for the on-coming school year.

17. There are no language electives offered at PS 44.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. ELL's are eligible to participate in all intervention programs provided in our school. The groups targeted are those who do not have I.E.P.s as they receive mandated services. These students are offered Academic Intervention Services in English.
9. Ell's who have reached proficiency on the NYSESLAT are monitored by the classroom teachers for any difficulties they have in a particular subject area. This information is relayed to the ESL and Literacy coach. These students are given remediation in the areas of difficulty.
10. There are no new programs or improvements scheduled for the upcoming year.
11. All current programs will remain in place for this upcoming year.
12. All extra curricular activities in PS 44 are open to all students for participation, and this includes ELL students. Some of these activities are, girls/boys basketball team, girls track team, violin, and band.
13. Instructional materials include textbooks, workbooks, big books, and various literature genres, leap frog and listening centers. Students' have access to the computer lab where programs are utilized that provide assistance in language development. SMART Boards have now been added in all classrooms. Newly arrived and Beninning ESL students engage in TPR (Total Physical Response) attiivities. They use the Leap Frog system, listening center and computer based activities. Intermediate and Advanced students utilize ESL textbooks and workbooks as part of their curriculum, The also have access to classroom libraries with various leveled books and literature genres.
14. In PS 44 all support is provided in English. ESL is the only program model offered. Native language support is utilized in communication with parents. The ESL teacher is able to give support to Spanish speakers. If needed translations are available for subject area state test.
15. All services and resources correspond to ELLs' ages and grade levels and are in alignment with the required grade curriculum. ELL students are held to the same standards as the students of similar grade and age. The texts and materials available offer the needed support for our students as well as all classroom instructional materials.
16. At the school level there are no activities to assist newly enrolled ELL's before the beginning of the school year. However, students who are enrolled receive information about availble programs and instructional materials to assist them in helping their child for the on-coming school year.
17. There are no language electives offered at PS 44.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. 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 1-5 here

Not applicable.

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. During the professional development day in November all staff members including ELL personnel receive professional development in ELA and Math. In-house the ESL teacher works alongside classroom teachers and other service providers in creating curriculum maps aligned to the Common Core State Standards and across all subject areas. In addition teachers, guidance counselor, assistant principal, parent coordinator, ESL provider and principal participate in professional development provided by the network. Monthly grade meetings are also used to provide additional professional support for staff members.
2. The ESL teacher, guidance counselor, classroom teachers, assistant principal, and principal are given professional development by the network to help assist ELL's in making the transition from one school level to another. ELL students participate in all programs at the school including student government where they have an opportunity to develop leadership skills. The guidance counselor, ESL teacher and Parent coordinator assist students and parents with the articulation process.
3. In order to attain the 7.5 hours of ELL training, staff members participated in workshops provided by the district others took college courses and some combined the above with observing ESL lessons presented by the ESL teacher. Records are maintained and filed by the ESL teacher..

E. Parental Involvement

1. Describe parent involvement in your school, including 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?

Paste response to questions 1-4 here

1. Parents of ELLs are important members of the school community and their input is of value in maintaining strong parent/teacher collaboration. Parents of ELL are involved in PTA activities. They also participate in other school-wide activities e.g. The annual Marcus Garvey feast held in November and Family Math and Science Night. We also have Pajamin with Books in the spring. The parents also assist as chaperones on school trips. The parents who do not speak English will come accompanied by a friend or family member to translate.
2. Our parent coordinator partners with Community Based Organizations to provide workshop that offer valuable information and resources for all parents. Some of these organizations are: Cornell University, Caribbean Women Association, Woodhull Hospital, The Community Health Center and Habitat for Humanity. If needed translation services are provided by either by a parent volunteer or outside service provider.
3. Our parent coordinator surveys the parent by sending home surveys and questionnaires to better understand their needs in order to facilitate productive workshops. In addition parents provide feedback on workshops. The data from the schools environment survey is also used to evaluate the needs of parents.

E. Parental Involvement

1. Describe parent involvement in your school, including 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?

Paste response to questions 1-4 here

1. Parents of ELLs are important members of the school community and their input is of value in maintaining strong parent/teacher collaboration. Parents of ELL are involved in PTA activities. They also participate in other school-wide activities e.g. The annual Marcus Garvey feast held in November and Family Math and Science Night. We also have Pajamin with Books in the spring. The parents also assist as chaperones on school trips. The parents who do not speak English will come accompanied by a friend or family member to translate.
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3. Our parent coordinator surveys the parent by sending home surveys and questionnaires to better understand their needs in order to facilitate productive workshops. In addition parents provide feedback on workshops. The data from the schools environment survey is also used to evaluate the needs of parents.
4. The Activities are generated based on the requests of the parents. some of these include computer training to assist parents in accessing student informationn in ARIS, Family math and science night and Family reading night. These activities are all geared to assist parents in helping their children home.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1						1
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6

1. The assessment tools used to assess the early literacy of ELLs are the DRA which has three benchmark periods. ECLAS is used in kindergarten through grade 3. Monthly summaries of running records are administered. This information will give insight into reading levels and whether the instructional methods used are effective.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K044** School Name: **Marcus Garvey Elementary**

Cluster: _____ Network: **612**

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.

Parents and guardians of all new admits are given the home language identification survey. The information from this survey will provide us with the written translation and interpretation needs of the school.

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.

PS 44 written translation and oral interpretation needs are minimal due to the small population of ESL families. The findings are recorded in the ATS system and in the student's biographical cumulative record folder which is made available to classroom teachers and service providers.

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.

The school distributes booklets provided by the DOE on written translation services to parents. Parents in need of translation services will receive assistance from out of the building vendors, in school staff, and parent volunteers.

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.

Oral interpretation services will be provided by outside vendors when needed and by in house staff and parent volunteers.

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

The school will post the signs in each covered language to inform parents of the availability of interpretation services. The school will provide parents who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which include their rights to translation and interpretation services.