



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S.221

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17k221

PRINCIPAL: CLARA MOODIE-KIRKLAND EMAIL: CMOODIE@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms. BUFFIE SIMMONS

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
Clara Moodie-Kirkland	*Principal or Designee	
	*UFT Chapter Leader or Designee	
Averill Mason-Scantlebury	*PA/PTA President or Designated Co-President	
Linda McBride-Bey	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Idovia Brooks	Member/	
Shatema Dockery	Member/	
Lisa Tai	Member/	
Savitree Williams	Member/	
	Member/	
	Member/	
	Member/	

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.
By June 2012, there will be a 3% increase of students achieving one year plus progress in English Language Arts in Grades K-5 as measured by State or teacher generated assessments.

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.
An analysis of the ELA scores for the past two years and a review of Eclac2 results indicate positive movement in the area of achievement however, our students are still under 50% scoring on level.

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.

Activity #1

- **Balanced literacy/workshop model** - Kindergarten through grade five will be impacted by the 120 minute Balanced Literacy Block
- **Target Population** – Teachers will implement workshop model in all classes (grades K – 5)
- **Responsible staff Member** – Classroom teachers, Principal, Assistant Principals, and CFN support Staff
- **Implementation Timeline** – September 2011 through June 2012

Activity # 2

- **Professional Development** – Professional Development will be provided on the following topics ; Using data to drive instruction, components of the workshop model, analyzing student's work, bringing rigor to a lesson, developing curriculum maps(implementing CCLS) and developing tasks within units of study.
- **Target Population** – Classroom teachers then branch off to include all other teachers.
- **Responsible Staff** - Principal, Assistant Principals, literacy specialist and CFN support Staff
- **Implementation Timeline** - September 2011 through June 2012

Activity #3

- **After-school Literacy Program** - Provide addition instruction in ELA.
- **Target Population** – Grades 3- 5
- **Responsible Staff Member** – Principal, Assistant Principals, literacy, Per-session teachers
- **Implementation Time** – January 2012 – April 2011

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.
- The school will provide Parent workshops on the following topics: Understanding the CCLS, Assessing/ interpreting achievement results online (ARIS,Acuity), helping your child with homework, handling parent- teacher conferences,
- Parent Coordinator will work closely with parents and staff to derive areas of need.

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.
- Administrative staff networks with fellow principals to identify and recruit highly-qualified teachers
- Administrative staff attends hiring fairs to fill vacancies.
- The payroll secretary will work closely with the network HR to ensure required mandates are met with non-highly qualified staff.
- Literacy specialist work with un-qualified teachers

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.
- Our SAPIS worker supports instruction by working with classes and small groups to improve behavior which is directly linked to learning
- The school works closely with the neighborhood daycare center to share initiatives and expectations for incoming students
- The school works closely with , "Seeds In The Middle" to incorporate healthy eating and exercise into the curriculum.

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.
- As a Title I, school-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds as Fair-Student funding (Tax Levy) Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:
 - Supervisor Per session (2-3 days per week)
 - Professional instructional materials to support curriculum development
 - Consumable instructional materials for use in the after-school program
 - Teacher per-session (2-3 days per week) for the after school program

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.

By June 2012, there will be a 3% increase of student achieving one year plus progress in Mathematics in Grades K-5 as measured by State or teacher generated assessments.

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.

An analysis of the Math scores for the past two years and a review of Everyday math unit test results indicate positive movement in the area of achievement however, our students are still at 50% scoring on level.

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.

Activity #1

- **Balanced literacy/workshop model** - Kindergarten through grade five will be impacted by the 90 minute Balanced Math Block
- **Target Population** – Teachers will implement workshop model in all classes (grades K – 5)
- **Responsible staff Member** – Classroom teachers, Principal, Assistant Principals, and CFN support Staff
- **Implementation Timeline** – September 2011 through June 2012

Activity # 2

- **Professional Development** – Professional Development will be provided on the following topics ; Using data to drive instruction, components of the workshop model, analyzing student's work, bringing rigor to a lesson, developing curriculum maps(implementing CCLS) and developing tasks within units of study.
- **Target Population** – Classroom teachers then branch off to include all other teachers.
- **Responsible Staff** - Principal, Assistant Principals, literacy specialist and CFN support Staff
- **Implementation Timeline** - September 2011 through June 2012

Activity #3

- **After-school Literacy Program** - Provide addition instruction in math.
- **Target Population** – Grades 3- 5
- **Responsible Staff Member** – Principal, Assistant Principals, literacy, Per-session teachers
- **Implementation Time** – January 2012 – April 2011

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.

The school will provide Parent workshops on the following topics: Understanding the CCLS, Assessing/ interpreting achievement results online (ARIS,Acuity), helping your child with homework, handling parent- teacher conferences

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.
- Administrative staff networks with fellow principals to identify and recruit highly-qualified teachers
- Administrative staff attends hiring fairs to fill vacancies.
- The payroll secretary will work closely with the network HR to ensure required mandates are met with non-highly qualified staff.
- Literacy specialist work with un-qualified teachers

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.
- Our SAPIS worker supports instruction by working with classes and small groups to improve behavior which is directly linked to learning
- The school works closely with the neighborhood daycare center to share initiatives and expectations for incoming students
- The school works closely with, "Seeds In The Middle" to incorporate healthy eating and exercise into the curriculum.

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.
- As a Title I, school-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds as Fair-Student funding (Tax Levy) Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:
 - Supervisor Per session (2-3 days per week)
 - Professional instructional materials to support curriculum development
 - Consumable instructional materials for use in the after-school program
 - Teacher per-session (2-3)

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.

By June 2012, maintain present student exposure in the arts as measured by student/staff and parent evaluation.

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.

Analysis of our Arts survey indicates that Arts must be maintained and if possible increased, several classes was unable to participate due to budget restraints.

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.

Activity #1

- **Arts Committee** -Form an Arts Committee to evaluate areas of need
- **Target Population** – Solicit members of the SLT, Solicit additional staff and parent members
- **Responsible Staff member** – Principal, School Leadership team
- **Implementation Timeline** – September – November

Activity #2

- **Implement Art Activities** – Committee will establish Art activities in Music for in-house instruction and arrange for expose to additional Art events. Contract Mr. Miller to provide keyboard lessons. Establish contact with the Metropolitan Opera Guild to interview a voice instructor.
- **Target Population** – Grades K – 2, two grade three, four and five classes for keyboard lessons, Two grade three classes, one grade four and two grade five classes to participate in the Urban Voices program. All classes for participation in additional events, (plays, Operas, Museums, etc.)
- **Responsible Staff** - Principal, assistant Principal Art's committee
- **Implementation Timeline** – September on-going

Activity #3

- **Program Evaluation** - Develop evaluation tool, , evaluate result, report to community
- **Target Population** - students, staff and parents
- **Responsible Staff** - Principal, assistant Principal Art's committee
- **Implementation Timeline** – April-June 2012

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.
- Parents will be invited to volunteer to assist instructor, parents will be invited to various performances, School messenger and calendars will be used to maintain up-to-date communication with our parents.

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.
- Administrative staff networks with fellow principals to identify and recruit highly-qualified teachers and/or skilled providers
- Arts committee will make affiliations with CBO's

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.

Arts Committee will maintain affiliation with CBO's (Mr. Miller, Metropolitan Opera Guild), as well as establish new partnerships

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 pl
- As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources to implement this action plan from Sept. 2011-June2012 as indicated below;
- Contract with keyboard instructor
 - Contract with Metropolitan Opera Guild
 - Subsidizing of events admission cost

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			N/A	N/A				
1			N/A	N/A	15			
2			N/A	N/A	6			
3	30	20	N/A	N/A	8	0	5	5
4	15	22	15	0	10	0	8	5
5	25	26	30	0	10	0	5	5
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 1. <i>Options</i> 2. <i>Great Leaps</i> 3. <i>Wilson</i> 4. <i>Voyager Passport</i>	1. <i>After-school – small groups</i> 2. <i>One on one, during the day, pull out</i> 3. <i>Small group, during the day, pull out</i>
Mathematics 1. <i>Options</i> 2. <i>Great Leaps</i> 3. <i>CIMs Math</i>	1. <i>Small group pull out</i> 2. <i>Differentiate of instruction in class</i> 4. <i>After-school</i>
Science: 1, <i>Great Leaps</i>	1. <i>During the day, one on one, pull out</i> 2. <i>After-school – small groups</i>
Social Studies 1. <i>Great Leaps</i>	1. <i>During the day, one on one, pull out</i>
At-risk Services provided by the Guidance Counselor	<i>During the day, pull out, one on one and small group</i>
At-risk Services provided by the School Psychologist	<i>During the day, pull out, one on one and small group</i>
At-risk Services provided by the Social Worker	<i>During the day, pull out, one on one and small group</i>

At-risk Health-related Services	<i>During the day, pull out, and small group</i>
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**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)

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 Lucile Lewis	District 17	Borough Brooklyn	School Number 221
School Name Toussaint L'Ouverture			

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

Principal Clara Moodie-Kirkland	Assistant Principal Ida Phillip
Coach type here	Coach type here
ESL Teacher Hua Yang	Guidance Counselor Sheila London
Teacher/Subject Area Yoland Edwards/Math	Parent Averil Mason-Scantlebury
Teacher/Subject Area Marva Skeen/Reading	Parent Coordinator Philton Lewis
Related Service Provider Fabienne Hyacinthe	Other type here
Network Leader Lucile Lewis	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	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	587	Total Number of ELLs	36	ELLs as share of total student population (%)	6.13%
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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

Initial identification is performed every time a new student is admitted. The HLIS form is completed and Lab-R is administered accordingly. If a child is identified as an ELL, he/she will be placed in the ESL program based on his/her age, grade and English language proficiency level. An orientation meeting is provided for parents of newly enrolled ELLs within ten days of admission. Parents will be invited to attend the orientation for program selection to work out the best programs for their children. A video in different languages is shown for the parents to know about ESL and bilingual programs. They are given choices of three different language programs. Parents are informed about the regulations, goals and strategies, tests etc. that concern our ESL students. Their concerns are addressed at these meetings. This orientation will continue during the school year for new arrivals. We also facilitate parents in transferring their children to other schools for bilingual programs when requested.

Entitlement letters are issued to continuing ELLs as well as newly identified ELLs. Selection letters are usually signed by parents at the orientation meetings. If the parents are absent, they will be called and letters will be sent home inviting them to an appointment at their convenience. If these contacts cannot be obtained, selection letters will be sent home to be signed before a set date. As our school has no bilingual programs, ELLs will be placed in ESL program by default, if selection letters still cannot be obtained after all these trials.

The staffs in our school who speaks their native languages are asked to contact parents, explaining ELL programs and address their concerns. We go all our way to make sure our ELLs get the best programs for their needs.

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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	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														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education
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											0
Total	0	0	0	0	0	0	0	0	0	0	0

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

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
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	5	3	3	1	1								14
Chinese			1	1										2
Russian														0
Bengali														0
Urdu														0
Arabic		2												2
Haitian		1	2	6		2								11
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1		1										2
Other	1			1		2								4
TOTAL	2	9	6	12	1	5	0	35						

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?
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

Our freestanding ESL program services the English language learners. Students are categorized based on their English proficiency levels --- beginning, immediate and advanced. The beginners and immediate level students receive 360 minutes of ESL instruction per week and the advanced level students receive 180 minutes of ESL instruction per week and 180 minutes ELA.

A. Programming and Scheduling Information

Our ESL program provides students with access to English Language development, comprehensive literacy instruction and standard-based content area information. The ESL teacher and the classroom teachers work collaboratively to ensure the smooth transition between the ESL classroom and the mainstream classroom with the Reading/Language Arts Block. The balanced literacy workshop model is used in the ESL classroom, so that collaboration can be achieved within the students' mainstream classrooms. We apply ESL strategies for the development of listening, speaking, reading and writing skills for ELL's. Activities include visual aids to model and reinforce the language; cooperative groups to work on the projects and to fulfill tasks; role-play and presentations, etc. The students have the opportunities to work independently and cooperatively. Our ELL students demonstration strength in the modalities of listening and speaking. Therefore we use their strength toImplications for Instruction

- Materials are chosen to meet the challenges of language and literacy learning
- Focus is placed on thematic topics, word study and tailors them to suit the students' appropriate stages of language acquisition.
- Provide students with simultaneous accesses to English oral language, literacy and standards-based content area material.
- Use workshop model bridging phonics, chants, songs with reading aloud, shared reading, guided reading and content area activities.
- The instructions, reflecting Language Experience Approach, should be contextualized and supported by ESL strategies such as modeling, bridging, text-representation, meta-cognition, gesturing, restating, acting, audio-visual, real-world objects.
- Standardized and teacher-made assessments are given for data collection in order to adjust the teaching and learning strategies.

All students are addressed: The main focus in the literacy program is to have all children reading on or above grade level. To implement this, the school will:

- Adhere to 120 minute literacy block
- Use the Balanced Literacy Model of Reading and Writing workshops.
- Provide Title I services for all children below reading level on ECLAS and City and State exams
- Adhere to NYC/NYS standards
- Provide a resource for ELL students - they are included in Title 1, AIS and after-school academics
- Provide AIS services for grades 3, 4, and 5.
- Provide professional development for teachers
- Provide parent workshops
- Increase classroom libraries

Plans for Long Term ELLS:

Based on the 2010-2011 NYSESLAT all of our long term ELLS, except one special education student and one hold-over student, are at an advanced level. We assessed the students by their performance, portfolios, class work and test results. We plan to build a profile for each student and locate the problems and work on them. A review of these assessments show a trend, most of our long-term ELLS are weak in writing, which has a lot to do with their weakness in vocabulary and comprehension, lack of knowledge of the English language syntax, convention and culture. These skills will be taught explicitly. For these long-term ELLS, we will develop a schedule to provide individual conferencing.

Plans for New Comers:

- Teachers are encouraged to have positive attitudes towards the new comers. Teachers have to understand that the new comers possess a wealth of knowledge and personal experiences. They are not blank slates. Teachers must embrace the culture and experiences of the students and use them as stepping stones to facilitate a smooth transition.
- Teachers must allow the new comers to interact and participate in various activities. Group the new comers properly, taking their English language proficiency, home language and age into consideration. At the beginning stages, teachers should allow students to be silent or assign non-threatening tasks. They should create ample opportunities for new comers to listen to the English language and encourage them to try to use it.

Transition Plan for Students Reaching Proficiency

A. Programming and Scheduling Information

- Technically, when students reach the proficiency level, they are no longer entitled to services. However, because of the language factors, they are still not as proficient as their fellow students. They often need support. Our school allows them one additional year in the ESL program. We set up one hour a week for them to attend the ESL program to work on the areas that are experiencing difficulties. They are also included in the Title III after-school program and Saturday academic program.
- Classroom teachers and subject teachers are informed about these students. They are advised to give more support in their teaching. Classroom teachers are encouraged to have periodic meetings with the ESL teacher.
- Parents are encouraged to attend workshops on ways to help their children.

English Language Arts:

Our ELLS receive an additional 180 minutes of English language arts provided by their classroom teacher. They are included in the literacy block which has a balanced literacy approach. The workshop model is emphasized. This includes mini-lessons, read alouds, shared reading, guided reading, word study and conferencing. Strategies are also used with content area material.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	stories, vocabulary and cultural history. Materials that are high interest and low vocabulary are provided.			
75%	build up their area of weakness which is writing.			
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

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

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

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

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

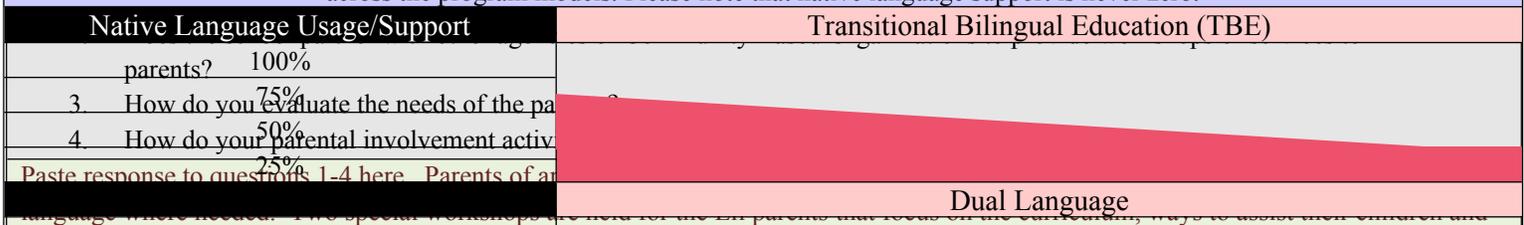
D. Professional Development and Support for School Staff

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 The ESL teacher attends professional development provided by the CFN and outside organizations. She in turn serves as a turnkey person providing strategies and skills to staff. Our coach and CFN literacy, math and language representative also provide instruction to support our ELL's Our focus this year is on integrating the core standards in our school and to discuss how they will effect the ELL students. Workshops have been provided in the components of balanced literacy, shared reading, read alouds, guided reading, independent reading, modeling writing and many more. We are also iassisting staff in understanding the Nyseslat and other assessments.

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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.



Paste response to questions 1-4 here. Parents of ar

Dual Language

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 Parents of are ELL's are invited to all parent workshops. Letters are send home in their native language where needed. Two special workshops are held for the Ell parents that focus on the curriculum, ways to assist their children and resources that are arrival. We have a language translation machine to help make our parents more comfortable during meeting and to stress understanding. Next year the school will be using school messenger which delivers information in various languages.

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.
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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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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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

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.)
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4. How do your parental involvement activities address the needs of the parents?

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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)	0	4	2	9	1	1								17
Intermediate(I)	0	1	1	3	0	2								7
Advanced (A)	2	3	3	1	0	2								11
Total	2	8	6	13	1	5	0	0	0	0	0	0	0	35

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	0	0	0							
	I		1	1	4	1	1							
	A		3	5	5	0	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P		1	0	2	0	3							
READING/ WRITING	B		3	3	8	1	1							
	I		1	1	2	0	2							
	A		1	2	1	0	2							
	P		1	0	0	0	0							

NYS ELA

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

B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - 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?
- 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?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here A variety of assessments are used to drive instruction: portfolio, teachers' observation, teacher-made tests, students' self-assessments, ECLAS 2, Acuity Assessment and standardized tests (NYSELAT and Patterns in Proficiency Levels in Content Areas

There are four ELL students in grade 5. Two are in the advanced proficiency category, and two in the beginning category. The two advanced students one scored level 2 and the other level 3 on the ELA and level 1,3,and 4 on the New York State Math Test. Some were exempt from the ELA. Grade 4 has six students ,five were tested. Two students are in the intermediate category and three students are in the advanced category. The three students in the advanced category performed on levels 2 and 3 in ELA. They scored levels 1, 2, and 4 in math. The student in the immediate category are on level 1 on the ELA and scored level 2 on the math test. The student scoring level 1 showed a weakness in many areas except operations.

The level 1 results are closely connected to the vocabulary differences that the students are possess.

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	1								1
5	1		3		1				5
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	2		1		1		1		5
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
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - 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?
- 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?
- Describe how you evaluate the success of your programs for ELLs.

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Additional Information

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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)
Clara Moodie-Kirkland	Principal		1/1/01
Ida Phillips	Assistant Principal		1/1/01
Philton lewis	Parent Coordinator		1/1/01
Hua Yang	ESL Teacher		1/1/01
Avervill Mason-Scantlebury	Parent		1/1/01
Marva Skeen/ELA	Teacher/Subject Area		1/1/01
Yolande Edwards/Math	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sheila London	Guidance Counselor		1/1/01
Lucile Lewis	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: 17k221 **School Name:** Toussaint L'Ouverture

Cluster: 1 **Network:** 111

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.

In accordance with Section VII of Chancellor's Regulation A-663 and Parents' Bills of Rights and Responsibilities, P221K has established the procedures for ensuring that the parents of ELL students are provided with meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school's LAP team maintains database regarding our students' primary language and whether their parents require language assistance to communicate effectively with the school's and DOE offices. Currently we have students from six (6) language groups (Spanish, Haitian-Creole, Arabic, Bosnian, Chinese, and Twi). P221K uses a variety of methods to identify language needs of parents in order to ensure that all parents are provided with appropriate and timely information on educational programs and opportunities of their children in a language they can understand. An initial determination of the child's home language is made by the ESL teacher or the school's in-take group through administering Home Language Identification Survey to a parent during the registration process. The Home Language Identification Survey forms are available in many languages. The information from the Home Language Identification Survey is provided to the school pupil accounting secretary who will enter the data into ATS. Home Language Identification Surveys are kept in students' files at school. We also refer to ATS reports for initial identification of home languages other than English. In addition, the information on parent language needs can be collected directly from parents or guardians during parent meetings, parent conferences, IEP meetings, and other school-wide parent activities. The pupil accounting secretary maintains a list of foreign-language speaking homes so that when a memorandum is distributed, she can ensure that translated versions are provided via the office of ELLs, school main office, or/and The Translation and Interpretation Unit.

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

Our data indicated that we have several parents in need of Spanish translation ,Haitian Creole , Arabic, Bosnian, Twi and Chinese translation. Findings were reported at the P.T.A meeting and faculty conferences..

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.

Translation will be provided in-house by two (2) staff members (teachers) that are capable of translating written documents into Creole. We are canvassing for a Spanish interpreter to assist our SBST member in the translation of documents to Spanish and we have one teacher that can translate and communicate in Chinese. We used parent volunteers and family members to translate for the other languages. We utilize the DOE Translation and Interpretation unit and the agency Legal Interpretation services for oral and/or written translation.

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.

We purchased the Talk and Listen translation machine. It is capable of handling up to six languages. We also have several staff members that serve as oral interpreters in Spanish, Creole and Chinese. We have and will use when necessary, "Legal Interpretation services" located on Court Street and the Interpretation unit.

Oral translations also will be provided by an in-house school staff according to our plan:
if any of our staff members doesn't speak the parents' language, he/she should obtain the assistance of an interpreter by requesting services a few days prior the meeting;
in case parents of ELL students would like to attend workshops and/or conferences, we would make every effort to have that parent's language needs met.

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>.

As mentioned above, written documents will be translated to Creole and Spanish. When we are in large meetings the Talk/Listen translation machine will be used. For personal meetings with a teacher, a staff member will serve as interpreter. Legal Interpretation Services will be utilized as well as the DOE interpretation services when needed.

To accomplish the school plan of assistance for our ELLs' parents, our school's LAP team will make every effort to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirement translation and interpretation services by reducing language barriers according to our plan:

1. We will assess the language needs of ELLs parents/guardians.
2. We will establish an in-house interpretation unit to provide language assistance to parents speaking languages other than English.
3. We will inform parents of ELLs in writing about their rights regarding translation and interpretation services in their native languages and English and instruct them on how to obtain these services.
4. We will translate all necessary documents in a timely manner.
5. We will provide oral interpretation services during parent-teacher conferences, parent meetings, etc.
6. We will provide assistance to parents on how to use the NYC DOE web site and other valuable resources.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S.221	DBN: 17K221
Cluster Leader:	Network Leader: Lucile Lewis
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

A variety of assessments are used to drive instruction such as: portfolios, teacher's observation in task performance, teacher-made tests, student self-assessment, ECLAS 2. Acuity Assessment and standardized tests (NYSESLAT, ELA and the CTB).

An analysis of the above mentioned assessments indicated that the ELL students are in need of improvement in the following areas: phonemic awareness, vocabulary, listening and proficiency in reading and writing. The varied needs of our ELL students indicate that more instructional time is needed to provide success for these students. Therefore the Title III program will provide the much needed additional instructional time.

The Title III program, will be in the form of an after-school program. The program will meet three days a week, two hours a day for 15 weeks. The target population will be ELL students in grades 2 through 5 performing on all levels. Instruction will be in English. This program will service 25-30 students. Our ESL teacher and a general education teacher will provide all instruction. Through careful research and investigation of various programs, we chose Rigby's On Our Way to English and Knowledge Industries Craft Lessons. These programs were chosen for the following reasons:

- These programs are correlated with the No Child Left Behind Act.
- These programs were established after a study was administered on a population similar to our children with significant achievements.
- On Our Way to English includes the five reading components needed by our students – phonemic awareness; phonics instruction; reading fluency, vocabulary instruction, reading comprehension and writing. Craft Lessons also emphasizes writing which is needed by our students.
- These programs provide on-going assessment which assists us with information, evaluation, suggestions for alternatives strategies and placement.
- These programs use content-based instruction with authentic opportunities for students to use English in a variety of context.
- They follow a Balanced-literacy model which is implemented in our regular school day program, thereby providing the students with a familiar and comfortable learning structure.
- On-Going assessment is provided to assist with grouping, placement and support needed.

Part B: Direct Instruction Supplemental Program Information

- Computers are used to personalize instruction and assessment, and to improve writing skills.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The literacy specialist and Math specialist will provide 2 sessions of professional development for the two teachers involved in the Title III after-school program. Workshops will focus on assessing student performance and work with a focus on writing.

- Indicators
1. On-going assessment of students’ growth
 2. Observation of how the strategies are used

Measures and Frequency of assessment

1. On-going assessment – monthly
2. Observation – Monthly

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parents will be notified about the Title III after-school program in English and in the native languages where needed. Bilingual volunteers and our parent coordinator will work with the school to assure open communication is made with the parents. They will make sure parents are made aware of all family literacy services and training. Workshops in literacy and math are available at the school once a

Part D: Parental Engagement Activities

month.

Three Special workshops will be set-up for our ELL parents that will focus on :

1. Understanding the NYSESLAT
2. Understanding Balanced literacy
3. Understanding Everyday Math
4. Promotional Criteria – New Testing guidelines etc.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

