



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : DANIEL HALE WILLIAMS PS 307

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K307

PRINCIPAL: ROBERTA L. DAVENPORT **EMAIL:** RDAVENPORT@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
Ms. Davenport	*Principal or Designee	
Ms. Brandman	*UFT Chapter Leader or Designee	
Ms. Deleon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ms. Duwai	Member/teacher	
Ms. Guzman	Member/teacher	
Ms. Wise	Member/teacher	
Ms .Figueroa	Member/teacher	
Mr. Catoe	Member/parent	
Ms. Henderickson	Member/parent	
Ms. Stephens	Member/parent	
Ms. Turner	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.

We will engage all students in mathematics tasks that are aligned with strategically selected Common Core Standards (CCS). By June 2012, 100% of students will engage in a cognitively demanding mathematics tasks that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at variable solutions.

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.

NYS adopted the CCS to better prepare students for college and career. All schools are expected to implement them fully by 2014. The NYC Department of Education requires all schools to select a mathematics task that is strategically aligned to the CCS.

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 use whole group, small group and 1:1 instructional configurations to teach the learning task. SMART board technology is used for direct instruction. Select students also utilize laptops and net books for independent practice. Other hands-on materials are used to enable students to develop their thinking. Students express their understanding through writing, talk and sketching. Teachers participate in ongoing professional development and meet in weekly grade level teams to assess student work, teaching strategies and the effectiveness of instruction.

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.

Teachers send home Student Progress Reports six times over the course of the school year.

Parents/Guardians are invited to a Parent Curriculum Information meeting.

Parents/Guardians are invited to participate in a parent workshop facilitated by teachers and/or administrators

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.

Recruitment Fairs for attracting Highly Qualified Teachers

Teachers will participate in ongoing professional development activities to support development of cognitively demanding tasks.

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.

Title I Funding

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.

We have opted into Conceptual Consolidation again this year. Title 1 funding, per diem, per session funds (funding streams are FSF, ARRA RTTT Data Specialist), professional development and resources from Network 612, purchase of math and technology resources (funding streams are NYSTL, FSF and Title 1 funds).

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.

Increase communication of academic progress to parents/guardians

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.

Based on Learning Environment Survey, we continue to seek to improve how we regularly communicate with parents regarding academic progress

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 prepare and send home to parents academic progress reports a minimum of five times during in the 2011-2012 in addition to report cards.

Progress reports will go home in October, December, February, April and May

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 introduced to the Academic Progress Reports through both the SLT and PTA meetings

Parents will receive the reports on a regular basis

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.

Attending recruitment fairs, contacting colleges and universities and working with human resource departments

Recruitment Fairs for attracting Highly Qualified Teachers

Teachers will participate in ongoing professional development activities

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.

Parent Coordinator, Guidance Services, School Based Support Team, School Based Health Clinic

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, FSF and translation services provide funding for per session, 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.

We will develop students' ability to manage their behavior in order to develop a safe, positive classroom and school culture conducive to academic progress. This will be measured by a 3% decrease in the number of suspensions for the 2011-2012 school year in addition to teacher response on the Learning Environment Survey on Safety. Finally, we will conduct a student safety survey.

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.

Based on the number of Superintendent and Principal Suspensions for the prior three years as well as the 2010-2011 Learning Environment Surveys we continue to work to decrease disruptions to the academic process.

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.

Continue partnership with Morningside Center for Teaching Social Responsibility

Train all new teachers and out of classroom staff in Social Emotional Learning

Retain staff developer for SEL/4 R's

Train peer mediators

Form an SEL team

Retain Playworks coach

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.

Involve parents in the SEL / 4 R's training

Classroom teachers send up weekly a parent involvement piece based on the weekly 4 R's lesson focus

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.

Train all new teachers and out of classroom staff in Social Emotional Learning

Continue training of current classroom teachers

Professional development for all staff with a staff developer

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.

CookShop through the NYC Food Bank provides a nutrition curriculum that supplements the science curriculum in pre-kindergarten – grade 2. Classes are taught once a week using instructional strategies and activities that are consistent with effective classroom instruction. These include observation, hands on exploration, modeling, and collaboration. Social emotional learning is taught through the 4Rs curriculum one day weekly utilizing read aloud texts based on themes such as “conflict” “problem solving” and “assertiveness”. Students engage in discussion, role play and writing. Staff developer provides weekly professional support to teachers, staff and families. The Scholar Dollars program and Principal’s Store are school wide incentive initiatives.

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, Funding streams include Title 1, FSF and General School Funds for staff development services, curriculum materials and the Scholar Dollars Program and Principal’s Store.

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.

We will engage all students in literacy tasks that are aligned with strategically selected Common Core Standards (CCS). By June 2012, 100% of students will complete a literacy task that asks them to read and analyze informational texts and write opinions and arguments in response.

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.

NYS adopted the CCS to better prepare students for college and career. All schools are expected to implement them fully by 2014. The NYC Department of Education requires all schools to select a literacy task that is strategically aligned to the CCS.

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 use whole group, small group and 1:1 instructional configurations to teach the learning task. Grade level teacher teams will continue to participate in professional development activities that support construction of an appropriate literacy task. Teams will select informational texts that are aligned with the literacy task and to examine student work as it relates to the task to assess teaching strategies and the effectiveness of instruction.

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.

Teachers send home Student Progress Reports six times over the course of the school year.

Parents/Guardians are invited to a Parent Curriculum Information meeting.

Parents/Guardians are invited to participate in a parent workshop facilitated by teachers and/or administrators

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.

Recruitment Fairs for attracting Highly Qualified Teachers

Teachers will participate in ongoing professional development activities to support development of cognitively demanding tasks

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.

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 I Funding, per session funds, professional development and resources from network relationship, Junior Great Books Staff Developer, Inquiry Teams, Per diem for professional development, National Urban Alliance professional development, F-Status literacy support, AIS, Instructional materials and resources

Title 1, FSF, ARRA RTTT Data Specialist provide funding for professional development via Network 612 services, Jr. Great Books staff developer, F status teacher for literacy and instructional materials.

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.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based 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.

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.

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.

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.

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.

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	24	29	N/A	N/A	1			
1	22	19	N/A	N/A	1			
2	35	39	N/A	N/A	2			
3	26	22	N/A	N/A	7			
4	17	15			6			
5	35	38			9	1		
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	<p>Understanding Grammar and Usage: small group Wilson: small group and 1:1 Successmaker: small group, 1:1 Time to Know: small group, 1:1 All AIS take place during the school day</p>
Mathematics	<p>Everyday Math intervention program delivered to small groups. Math Connections: small group Successmaker: small group, 1:1 Time to Know: small group, 1:1 All AIS take place during the school day</p>
Science	<p>Omni Science: small group School day intervention provided by science specialist</p>
Social Studies	<p>Small group intervention with classroom teacher during the school day.</p>
At-risk Services provided by the Guidance Counselor	<p>Non-mandated at risk students will receive counseling for emotional and behavioral issues. Students will also receive peer mediation and counseling in conflict resolution strategies</p>
At-risk Services provided by the School Psychologist	<p>Interactive games, role play, read alouds with discussion, crisis intervention, classroom behavioral support, 1:1 and small group work all delivered during the school day</p>
At-risk Services provided by the Social Worker	<p>Clinical social worker provides at risk counseling, 1:1 and small group counseling</p>

At-risk Health-related Services	N/A
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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) TEMPLATE

The parents/guardians of PS 307 are important to the academic and personal development of their children. Parents interact with the school on an individual basis for their specific children and more globally as members of our community school. Parents are involved in the school on several different levels. They include

- ❖ **School leadership Team**
- ❖ **P.T.A membership meetings and related activities**
- ❖ **Learning Leaders**
- ❖ **Volunteering**
- ❖ **Participating in parent orientations and workshops**
- ❖ **Supporting school based initiatives (classroom read alouds, for Career Day, updating school website, monthly assembly programs, etc)**
- ❖ **Community events**
- ❖ **Community outreach and school tours**

Through preparation of the CEP, parents review the assessment program and the school's data, and discuss academic and school wide strategies and programs that are most effective in helping the school achieve its goals. Parents/guardians have input in modifying and adapting the Mission and goals of PS 307. Parents volunteer to help with our breakfast and lunch programs, holiday celebrations (sponsoring social activities such as reading aloud to children in the early grades, hosting developmentally appropriate dances, for example). Our families come to the school when students present monthly assembly programs based on the core curriculum. They also come to the school to accept recognition and awards when their child meets academic and personal milestones for Student of the Month.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that

schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

School administrators, teachers and support staff analyze annual attendance trends, suspension rates and results of the NYS ELA, Math, Science and Social Studies tests. Documents and data studied are the Progress Report, School Survey, School Report Card, ARIS, ECLAS, DIBELS, student surveys, program evaluations and other internal formative and summative assessments. Members of the School Leadership Team review and discuss the data and identify trends and priority needs.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The building principal articulates clear expectations for student achievement based on analysis of performance data. Performance data is shared with teachers on a regular basis. Benchmarks are set for reading and learning goals are established. The school day is organized into 90 minute daily blocks for the English language arts and 75 minutes for math. A variety of teaching approaches and strategies are used to meet the needs of all students including the differentiation of teaching practices and content. Students learn in whole, small group and 1:1 configurations. Students' progress is monitored regularly as teachers continually set goals for learning. Teachers meet in weekly Inquiry

teams to look at students' work, examine progress, set goals and identify and share best teaching practices. Teachers use common planning and preparation periods for grade level curriculum planning.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

Two days weekly students who struggle with school work meet in small groups at the end of the regular school day for 50 minutes. An after school Friday intensive program from 2:30-5:30 is provided for students in need of extra support in reading and math. Students in 1st through grade 4 spend 5 weeks during the summer in a summer program with a focus on reading, writing and math through the School's partnership with HORIZONS at Brooklyn Friends. We also offer an on site after school program during the school year for girls in pre-kindergarten through grade 1 (eventually through grade 5) that focuses on literacy. Omni Science provides hands on discovery learning opportunities for several lower grade classes and our 5th grade 12:1:1 class. In addition, all classes teach the 4Rs Curriculum (reading, writing, respect and resolution) every Monday. The school also secured the services of a part time clinical social worker to meet the social and emotional needs of at risk students in pre-kindergarten through grade 2. Select third, fourth and fifth grade students are trained to serve as peer mediators as part of our community service program.

3. Instruction by highly qualified staff.

The school sets this as a high priority. 100% of our faculty is highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

CFN 306 Instructional Specialists provide cutting edge professional development and support for math and the English language arts. A coach from the Jr. Great Books Foundation delivers ongoing support for teachers in grades 3 and 4. A Reading First Coach provided scientifically based teaching strategies through professional development and coaching to teachers in grades K and 1. Third and fifth grade teachers are trained in the use of 21st Century technology for reading and math weekly. Teachers are coached in the social and emotional development of children by a staff developer from Morningside Center for Teaching Social Responsibility, weekly.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We create a safe, attractive and professional environment for teachers with a clear Mission and set of goals. Effective teachers currently on staff and community partners recommend potential teaching candidates.

6. Strategies to increase parental involvement through means such as family literacy services.

We create a warm and welcoming environment for parents/guardians through the outreach of our Parent Coordinator. Parent workshops are organized to inform

parents about the instructional program. We have also offered Poetry Night, Math Games Night, Science week and a monthly newsletter.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
We schedule visits to the school, in the spring, for incoming students in neighborhood early childhood programs. We also host summer events for parents and their children. We are
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Teachers meet with supervisors and colleagues regularly to study student formative and summative data during extended grade level meetings and during common planning periods. Inquiry meeting are scheduled weekly that give teachers opportunities to analyze the work of a selected group of students. Teachers use the results of their analysis to make instructional decisions that aid them in setting learning goals and in differentiating teaching strategies and curriculum content.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Extended teaching time twice weekly is used to meet the learning needs of struggling students. Teacher's analysis of students' work and formative assessments give them flexibility in forming small group and 1:1 instruction. Data analysis is also used to create after school or Saturday classes. More effective strategies for daily progress monitoring are currently being explored to meet the needs of students in a more timely and efficient manner. Additional technology software has been implemented in this regard for grades 2-5 (ST Math, Time to Know, Successmaker) as it provides instantaneous results for individual students in reading and/or math.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
CookShop is a nutrition education program in our Pre-kindergarten through grade 2 classes. Monthly assembly programs, peer mediation, the 4Rs curriculum, after school basketball, our cheerleading squad and enrichment programs (such as weaving, choir, keyboarding, violin) are in place. The School also opened a GED program to support adult education.

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 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 307
School Name Daniel Hale Williams			

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

Principal Roberta L. Davenport	Assistant Principal William Diederich
Coach	Coach
ESL Teacher Mulan Mo/ESL/Chinese Language	Guidance Counselor Alexis Edwards
Teacher/Subject Area Deborah Kim/Kindergarten	Parent Eetiah Francois
Teacher/Subject Area Hui Huang/Chinese Language	Parent Coordinator Willie Crossland
Related Service Provider	Other
Network Leader Margarita Nell	Other

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	1
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	310	Total Number of ELLs	9	ELLs as share of total student population (%)	2.90%
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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. 

Identifying English Language Learners in our school:

1. Parents/guardians of children who first enter the NYC public school are given a Home Language Identification Survey (HLIS) at registration by our school secretary Ms. Scott . The ESL teacher, Ms. Mo, collects information from the HLIS and verifies it with parents in an oral interview. She is a New York State-certified ESL teacher and has been teaching ESL for ten years. Students whose HLIS meet the criteria for LAB-R testing are tested by Ms. Mo within ten days of their enrollment. Those who fall below the cutoff proficiency level set by the New York State Education Department are identified as ELLs. If they speak Spanish, they are then tested with the Spanish Lab by Ms. Quinones or Ms. Caro who is fluent in Spanish, who works under the supervision of Ms. Mo. This process begins whenever students arrive during the course of the year, and the completed test grids are submitted to the Scan Center at regular intervals set by the Division of Assessment and Accountability of the Department of Education. All students are tested for entitlement within ten days of registration. Students falling below the cutoff on the LAB-R are entitled to services as ELLs. Continuing entitlement to ELL services is determined by the students' performance on the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in April and May each year. All students who are entitled based on their scores on the LAB-R and/or previous NYSESLAT exams are administered the NYSESLAT. The testing coordinator Ms. Quinones, and the ESL teacher, Ms. Mo are responsible for arranging a testing schedule to administer the NYSESLAT. Students are usually tested by their grades; students with IEPs prescribing test modifications are tested in separate locations according to those specified test conditions. The test has levels that correspond to grade bands. Students are given either k-1, 2-4, or 5-6 test, depending on their current grade level.
2. After children's language proficiency has been determined by the LAB-R, their parents are informed about the results of the LAB-R by city-mandated entitlement and non-entitlement letters which are sent home with the children and by mail within ten days of registration. In the letters, parents are informed that their children have been tested for language proficiency, and what their scores have been. Parents whose children scored above the cutoff receive non-entitlement letters and are notified that their children are not entitled to services as ELLs. They may, however, opt to keep their children in Dual Language classes. Parents whose children are entitled to services as ELLs receive entitlement letters and are invited to orientation sessions at the school. When the results of the NYSESLAT become available in September, parents are informed about their children's performance with the city-mandated Continuation and Non-Entitlement/Transition letters. The ELL/Bilingual Coordinator meets with any parents who have questions about those results.
3. Parents/guardians of newly enrolled ELLs are required to participate in an orientation describing Transitional Bilingual, Dual Language, and ESL programs/models. The parent orientation is given twice a year. Flyers for the orientation sessions are sent home and posted around the school. Classroom teachers follow up with reminders to the parents. At the orientation session, parents are shown the DVD prepared by the Office of English Language Learners The video is presented in the parents' native language, if that is available, and materials about the programs in the parents' native language are distributed, if they are available in that language. Parents fill out a Parent Assurance Survey and select their program choice. For parents who do not come for the parent orientation, letters are both mailed home and distributed to students to take home to ensure the parent survey and program selection forms are returned. After reviewing the parent survey and program selection forms for the past few years, the trend in program choices that parents have requested is that most parents prefer ESL and Dual Language programs. Our school offered both ESL and Dual Language

programs, which is aligned with parent requests.

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): Chinese

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language	1									1
ESL	8		2							8
Total	9	0	2	0	0	0	0	0	0	9

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														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	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese	1	24	1	22	0	25													2	71
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	1	24	1	22	0	25	0	2	71											

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 5 Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 54 Asian: 5 Hispanic/Latino: 10

Native American: White (Non-Hispanic/Latino): 2 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														0
Chinese	1	2	1	4	1									9
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	2	1	4	1	0	0	0	0	0	0	0	0	9

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

PS 307 has a Mandarin Dual Language Program and a Push-in ESL Program. The Mandarin Dual Language (DL) Program has expanded from Pre-Kindergarten to second grade in 2011-2012. We have two teachers – one English teacher and one Chinese language teacher. The English teacher teaches reading, writing, Math, Social Studies, and Science in English. The Chinese teacher teaches Chinese language with an integrated curriculum through social studies, math and science. The ESL program is a Push-in model. Students who have scored at the Beginning and Intermediate levels on the LAB-R and the NYSESLAT receive 360 minutes of ESL instruction a week. Students who scored at the Advanced Level receive 180 minutes of ESL instruction a week. The medium of instruction in ESL is English, with support available in the Native Language where possible and appropriate. Books in the students' Native Languages are available in the school library and classroom libraries.

At this time, none of the ELLs in PS 307 have been identified as SIFE. However, we are ready to work with such students should they enter our school. The specific needs of this group stem from their lack of adequate academic preparation in their home countries. If SIFE students are Chinese -speaking, we would urge that their parents enroll them in the Dual Language program. In the case of students who speak other languages, the ESL teacher works with the classroom teacher to develop a plan to make content areas as accessible as possible while accelerating the acquisition of English. If appropriate literature and content area materials are available in their language, we will try to secure them to help the student.

Newcomers are grouped together across several grades in their first year for additional attention by the ESL teacher. We focus on expanding their vocabulary through the use of pictures, chanting, and songs. We use books on tape and CD to help develop their listening comprehension and reading comprehension. The Storytown Reading program that we use for our mainstream students has an excellent component targeted specifically for ELLs.

ELLs Receiving Service for Four to Six Years

After three years of ELL services, it is not unusual for many ELLs to continue to need services. At this point, however, we can usually identify specific language modalities that need strengthening by analyzing the students' performance on the subtests of the NYSESLAT. Depending on the strand that is weakest, we differentiate with an emphasis on those skills. ELLs who have not met the performance standard in listening: Participate in class read-alouds with an emphasis on comprehension, and grouped for skills work in Listening Comprehension using books and CDs on tape. ELLs who have not met the performance standard in reading: Participate in read-aloud and Shared Reading activities, and work in small Guided Reading groups. ELLs who have not met the performance standard in writing: develop vocabulary to sharpen their writing, focus on improving use of grammar and syntax, participate in Shared Writing activities, and develop portfolios with regular conferencing.

A. Programming and Scheduling Information

Long Term ELLs

At this time, there are no Long Term ELLs in PS 307. Long Term ELLs are those students who have completed six years of ESL service and still have not been able to achieve proficiency on the NYSESLAT. Although studies have shown that normal ELLs can take from three to seven years to reach a par with native English speakers, it is a matter of concern when students who have received six years have not reached the standard of proficiency. The strategies listed above would be used with them.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	

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?

Students who achieve proficiency as measured by the NYSESLAT in the Spring are no longer entitled to service as ELLs, but they continue to get support within the Dual Language (DL) and ESL programs. The ELL teacher works with classroom teachers to ensure that these students continue to progress. ELLs are provided equal access to all school programs, the Hartcourt Storytown Reading Program, Everyday Math/Problem Solver II, Teacher's College Writing Program, Study Starters: Social Studies and Science Investigations, Junior Great Books, SuccessMaker, Arts, Music, Gym. Technology such as Smartboard, powerpoint, and internet are being used everyday to enhance student's language learning in both Dual Language and ESL Program.

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)?

Our Dual Language Program students are mostly English Proficient students, therefore our program's language allocation is 90% English, and 10% Chinese, for all students. EPs and ELLs are integrated 100% of the day. Content areas are taught in both languages. There are two teachers – one English teacher and one Chinese teacher. The English teacher teaches all subject areas in English, while the Chinese teacher teaches an integrated curriculum in Chinese.

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.

Staff development for our Mandarin teachers was provided by ALBETAC, now by Office of English Language Learners, Lisa Lin's Dual Language Professional Development. The ESL teacher goes to Professional Development offered by Cynthia Felix or by Office of English Language Learners. The CLSO OELL provides the minimum 7.5 hours of ELL training for monolingual teachers who need it.

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?

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?

PS 307 has a parent coordinator, Mr. Willie Crossland, who communicates with parents and the community. All parent school information is in English and Chinese. We have designated a Mandarin Dual Language Teacher to translate all important parent information. Parents of ELLs are integral members of the school community, participating in all school activities including, Parent/Teacher Association, Parent/Teacher Conferences, Parent Volunteers, Parent Workshops, School Leadership Team, and Holiday Events.

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	1	1	1										4
Intermediate(I)														0
Advanced (A)		1		3	1									5
Total	1	2	1	4	1	0	0	0	0	0	0	0	0	9

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		1			1
5					0

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

New York State Regents Exam

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

The assessment tool our school uses to assess the early literacy of ELLs are ECLAS-2, DRA, and Dibels assessments. These assessments show that our ELLs lack of vocabulary knowledge, phonic skills, and reading comprehension skills. This information help inform us that we need to work on these areas as we are teaching our ELLs. NYSESLAT data from Spring 2011 showed us that most students were proficient in Listening and Speaking, but either advanced or lower in reading and writing. This data shows that we need to focus on reading and writing skills as we teach our students.

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: <u>Daniel Hale Williams</u>		School DBN: <u>13K307</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roberta L. Davenport	Principal		11/29/11
William Diederich	Assistant Principal		11/29/11
Willie Crossland	Parent Coordinator		11/29/11
Mulan Mo	ESL Teacher		11/29/11
Eetiah Francois	Parent		11/29/11
Hui Huang	Teacher/Subject Area		11/29/11
Deborah Kim	Teacher/Subject Area		11/29/11
	Coach		1/1/01
	Coach		1/1/01
Alexis Edwards	Guidance Counselor		11/29/11
Margarita Nell	Network Leader		11/29/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K307** School Name: **PS 307**

Cluster: **6** 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.

We review the RSEC Report (Official Class Ethnic Census Report) in order to identify families in need of translation services. We designate a staff person who speaks the native language to act as oral translator. We display signs in native languages informing families of translation services available.

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.

Interpretation needs are minimal as only 4% of students receive ELL instruction. Select staff are available to meet with parents in need of translation services during meetings and other school events. They translate correspondence sent home to families from the school in native languages. This information is reported to the school community via SLT meetings, PTA meetings, faculty conferences and letters backpacked home with students.

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.

Identified staff act as translators for written communication. Department of Education translation documents are used to convey critical communication from the Central Office.

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.

Select staff who speak the native language serve as translators for oral communication.

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>.

We will provide parents and guardians with the Bill of Parent Rights and Responsibilities when they register their child at the school. PS 307 will display in native languages that indicate the availability of interpretation services in the main lobby. The school's safety plan will include procedures for non English speaking parents and guardians reaching administrators.