



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K677

PRINCIPAL: JUDY TOUZIN EMAIL: JTOUZIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ROSE MARIE MILLS

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
Judy Touzin	*Principal or Designee	
Aracelia Cook	*UFT Chapter Leader or Designee	
Darlene Settles	*PA/PTA President or Designated Co-President	
Shondel Fraser JoAnn Williams	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Melissa DelGaudio	Member/Teacher	
Natalia Sepulveda	Member/Teacher	
Kara Jamison	Member/Teacher	
Wanda Cosme	Member/Teacher	

Karen Currency Grant	Member/Parent Member	
Nikki Lucas	Member/Parent Member	
Aysha Gourdine	Member/Parent Member	
Ana Cepeda	Member/Parent 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

30% or greater of third and fourth grade scholars will achieve a level of proficient or advanced on the ELA state assessment

Comprehensive needs assessment

- State assessment results from the 2010-2011 revealed that only 20% of our 3rd grade scholars scored a level of proficient or higher on the state assessment. Analysis of state assessment results revealed scholars had difficulty answering questions that required them to think critically (beyond the text). In addition, a review of constructed response assessment data showed that scholars were not able to successfully answer questions about the passages they read. This goal demonstrates a commitment to ensuring progress for the quality of instruction occurring in 3rd grade as well as a commitment to improving the educational outcomes for the cohort of scholars who were 20% proficient of advanced in the 2010-2011 school year.

Instructional strategies/activities

- We have a full time AIS provider whose primary responsibility is to service scholars in 3rd to 5th grade.
- We administer common assessments every six to eight weeks to track progress towards our goal
- We have partnered with the SATIF from our network to effectively analyze our state assessment results/trends and plan appropriate next steps.
- Our 3rd and 4th grade teams have time built into their schedules on a weekly basis to address test sophistication.
- We have applied to the city for nonattendance days for the purpose of analyzing assessment results and developing action plans
- F & P and IA results will be analyzed and instruction tailored to ensure that there is an increase in scholar proficiency from cycle to cycle.

Strategies to increase parental involvement

- We will conduct a Test Buster's night in January to promote family awareness and understanding of the state assessments and what the exam entails. We will provide our scholars with sample assessments to complete at home with the support of their families.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will continue to promote the professional development of our highly qualified teachers by providing them targeted professional development in the areas of questions and questioning as well as using rubrics to accurately assess student performance.

Service and program coordination

- N/A

Budget and resources alignment

- \$48,000 of the Title I SWP allocation (5%) was used to secure professional development contracts to support the improvement of teacher practice.
- We used fair student funding to ensure the AIS position

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

We will have a yearlong attendance average of 93.89% or greater, which will represent a 3% increase and place us within the 50th percentile of our peer horizon.

Comprehensive needs assessment

- Our attendance rate for the 2009-2010 school year was 88.9%. We saw an increase to 90.89% during the 2010-2011 but did not make the goal we had set of 91.9%.

Instructional strategies/activities

We will implement the following positive systems to promote increased attendance:

- Shout out during daily announcements acknowledging those classes who had perfect attendance for the previous day
- Monthly perfect attendance certificates will be awarded during our Examples of Excellence Ceremonies

- School wide display acknowledging those scholars who earn perfect attendance awards.
- The three classes with the highest attendance will receive a pizza party each month if their attendance rate meets or exceeds our goal of 93.89%.
- The attendance committee will meet biweekly to ensure scholars with potential attendance concerns are addressed in a prompt and timely matter

Strategies to increase parental involvement

One of our school assistants will work closely with our assigned attendance teacher, as well as our pupil accounting secretary to implement a notification and meeting protocol with families of scholars with two or more unexcused absences in a given month. The attendance teacher will make home visits to those families who do not respond to letters to meet and are unable to provide acceptable documentation for the absence.

Strategies for attracting Highly Qualified Teachers (HQT)

- N/A

Service and program coordination

- Scholars in temporary housing are entitled to assistance with transportation needs. Our pupil accounting secretary will work with families and shelter liaisons to ensure that scholars receive metro cards and busing when possible and appropriate.
- In addition our school counselor will work alongside our school assistant and attendance teacher to ensure that families with open ACS cases and support service needs receive the support they need to ensure that their child's attendance at school is a priority.

Budget and resources alignment

- We have set aside \$5,000 from our Title I SWP budget to assist with the incentives and awards to support attendance (monthly pizza parties and awards ceremonies)
- We have used a portion of our fair student funding (\$26,000) to pay the salary of our school assistant who works closely with our pupil accounting secretary and our attendance teacher to monitor and track scholar attendance on a daily basis.
- We have purchased school messenger, a daily notification system which calls families and lets them know that their child was absent or late to school.

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

We will improve family involvement at ENYESE by providing families with opportunities to have a meaningful learning experience at the school. Our goal is to have 50% or more of our families engage in at least 4 offerings during the 2011-2012 school year.

Comprehensive needs assessment

Only 44% of families completed the Learning Environment survey in the 2010-2011 school year, which represented a 10% drop from the 2009-2010 school year. While an average of 70% of our families attended conferences in the 2010-2011 school year, there were limited opportunities outside of those conferences to ensure that families understood what was expected of their child as a learner. Further, PTA participation is roughly 30 parents per meeting.

Instructional strategies/activities

Teacher facilitated conversations and workshops to promote family understanding of curriculum.

Strategies to increase parental involvement

- The SLT will collaborate with the Family coordinator to plan a family involvement initiative to run the course of the school year
- Families will receive invitations to attend specific functions at least two weeks in advance of the function date. These notices will be in their native language
- Classes with the most families participating will be celebrated and acknowledged during community circles
- Families that meet or exceed the goal of participation in at least 4 offerings will receive certificates of completion and be invited to participate in a celebration ceremony.

Strategies for attracting Highly Qualified Teachers (HQT)

N/A

Service and program coordination

N/A

Budget and resources alignment

- Title I Family Involvement Funds (1% set-aside) will be used to provide support materials, offer refreshments for families, and provide per session pay for workshop facilitators.

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	2	0	N/A	N/A	2			
1	8	0	N/A	N/A	1			
2	15	3	N/A	N/A	1			
3	12	4	N/A	N/A	0			
4	11	5			3			
5	14	4			3			
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	The Leveled Learning Intervention System is used for AIS in ELA. Scholars meet in a small group with one of our AIS providers for a 30 minute session three to five days a week.
Mathematics	Our school based AIS providers meet with scholars in small groups as assigned through scholar study or those who are repeating the grade. They use materials that are provided with our main resource (Envisions) as well as additional math games and instructional materials.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Scholars receiving at-risk guidance services meet with the guidance counselor in a small group or individually once a week for six weeks. Services are provided during the school day. Families and educators can request these services. Families must agree before any services can begin.

At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- hosting a curriculum night at the beginning of the school year and providing grade specific materials to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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 (curriculum night and Test Buster's Night)
- 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 (THE FAMILY SCHOOL 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.

As ENYESE Educators...

The School Agrees To:

- Show respect for each scholar and his/her family and each educator;
- Provide a clean and safe environment, and an atmosphere conducive to teaching and learning, for the entire ENYESE community;
- Establish an atmosphere conducive to open, regular communication among educators, scholars and families;
- Provide educators with the materials and supplies necessary for them to fulfill their obligations to the scholars and one another;
- Clearly communicate performance expectations to the educators and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between family and the educators;
- Provide educators with meaningful opportunities for professional growth and enrichment;
- Celebrate individual scholar's and educator's success with the entire school community;
- Provide opportunities for families to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- Convene an annual meeting for Title 1 families to inform them of the Title 1 program and their right to be involved;
- Give families and scholars opportunities to participate in school governance;

- Actively involve families in planning, reviewing and improving Title 1 programs and the parental involvement policy;
- Provide families with information about all programs;
- Clearly communicate expectations for scholar performance to the families and provide them with scholar profiles and assessment results;
- Provide families with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between educators and the families through: parent-teacher conferences; students progress reports as warranted; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate;
- Inform families of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.
-

Principal's Signature

Assistant Principal's Signature

Date

The Classroom Educator Agrees To:

- Show respect for each scholar and his/her family;
- Provide quality teaching and leadership;
- Believe that each scholar can learn;
- Recognize each scholar's unique abilities and challenges to help him/her grow to his/her full potential;
- Come to class prepared and positive;
- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignment so not exceed time limits;
- Give each scholar corrective, constructive and encouraging feedback;
- Celebrate each scholar's success and encourage persistence when challenges discourage him/her;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the scholar and his/her family;
- Provide full and clear classroom expectations to each scholar and his/her family;
- Provide clear progress reports to the families at reasonable intervals or as necessary to ensure the scholar meets grade standards;
- Seek ways to involve families in the school program and value their contribution.

Teacher's Signature

Date

RETURN TO CLASSROOM EDUCATOR

THE FAMILY SCHOOL COMPACT Continued...

As ENYESE Families...

The Scholar Agrees to:

- Show respect for my classmates, teachers, principals, school staff, families and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe regular study hours;
- Observe the classroom and school rules set by my educators and the Department of Education;
- Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my family all notices and information received by me from my school every day.

Student's Signature

Date

The Family Agrees To:

- Show respect for my child, his/her educators and the school;
- See that my child attends school regularly and on time;
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, etc.);
- Talk with my child about his/her school activities every day;
- Communicate regularly with my child's educators;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her educators and the Department of Education;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Be available to assist my child;
- Review completed assignments to check for understanding;

- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school;
- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures;
- Read to my child and encourage him/her to read independently daily;
- Monitor my child's TV viewing, video game and online activities;
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

Family Member's Signature

Date

**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 Jose Ruiz	District 19	Borough Brooklyn	School Number 677
School Name P.S. 677 (ENYESE)			

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

Principal Judy Touzin	Assistant Principal Jubilee Mosley
Coach Antoinette Jenkins	Coach
ESL Teacher Andrea Allen	Guidance Counselor Elvin Padilla
Teacher/Subject Area	Parent
Teacher/Subject Area Natalie Sepulveda	Parent Coordinator Zareta Ricks
Related Service Provider type here	Other
Network Leader	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	0	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	1
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	522	Total Number of ELLs	23	ELLs as share of total student population (%)	4.41%
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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. 

The East New York Elementary School of Excellence (ENYESE PS 677) is located on Shepherd Avenue in the East New York section of Brooklyn. ENYESE is a new school that is in its first year of existence. There are 520 scholars spread across 7 grades, Pre-K-5th Grade. There are 2 Pre-K classes, 5 Kindergarten classes, 5 First grade classes, 3 Second grade classes, 2 Fourth grade classes, and 3 5th grade classes. Depending on the grade, class sizes range from anywhere between 20 and 30 scholars per class.

During our registration process, every family must fill out a Home Language Identification Survey which includes the informal oral interview in English and the families' native language. Our pupil personnel secretary along with a pedagogue and/or translator conducts this process. The role of the translator is to ensure that the families understand what is being asked of them on the survey. Within the first 10 school days, our pupil personnel secretary extracts each HLIS from the cumulative folders of all new registrants and submits them to the ELL supervisor. Our Assistant Principal who supervises our ELL program reviews each HLIS for accuracy and completeness and proceeds to sort the surveys into categories; English Dominant and Dominant in a language other than English. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the LAB-R test. The Assistant Principal builds a team of educators (two academic intervention specialists, one literacy coach, one network support person) who interview and assess each scholar. We use the information gained through each interview in conjunction with the HLIS to determine whether or not a student should be LAB-R tested. LAB-Rs in English and the student's home language are administered, scored and submitted for grading and reporting. The Spanish LAB-R is given to students who only speak Spanish. This school year, Ms. Victoria Armas, our network ESL Facilitator administered the Spanish LAB-R. ALL HLIS forms are signed by a pedagogue and placed in students' cumulative folders by our pupil accounting secretary, Ms. Aracelia Cook.

In order to prepare for the NYSESLAT, we begin to provide opportunities for reading, writing, listening and speaking at the very beginning of the school year. Two helpful test preparation tools are Attanasio and Associates NYSESLAT books and Empire State test preparation books. Students also listen to and answer questions about read alouds they have heard in fiction and non-fiction. This is used to prepare students for the listening portion of the test.

Each student will also take the NYSESLAT in the spring in reading, writing, listening and speaking in order to measure their growth in acquiring the English language and their ability to demonstrate their skills in multiple forms.

2. After the HLIS, Interview and LAB-R are administered and a student is identified as one who is eligible to receive ELL services, our family coordinator sends home an entitlement letter and contacts the families by phone as well to invite them to an ELL Family Orientation (within the first 10 school days). Our Assistant Principal and a pedagogue (serving as a translator) conduct the orientation in the families' home language and English. We explain the ELL identification process, and show a video which gives more information about the ELL program and the choices.

3. After the video is shown during the family orientation, we answer any questions families may have and preview the parent choice survey. The survey is a double-sided document in both the families' home language and in English. We provide families with an opportunity during the orientation to fill out the parent choice survey and after parents complete the form, we collect, review, and file them. These letters are copied and placed in an ELL Records Binder each school year. A copy is also placed in the child's cumulative record.

4. We have identified 7 scholars as ELLs. Since we do not have at least 15 ELL students across two grades, our current ELL population does not warrant a Transitional Bilingual or Dual Language program. Our family coordinator sends home placement letters to each ELL family to notify them of the ESL program their child has been enrolled in. Families are kept abreast of changes as they occur. However, in the three years since ENYESE has been open, we have yet to have 15 scholars across any two grades who have selected a program other than the ESL program currently offered here. As indicated in number 3, these letters are also copied and placed in an ELLs record Binder for the school year. A copy is also placed in the child's cumulative record.

5. As stated above we have not had many families select a Dual Language or TBE program in the past three school years. Those who are interested in such programs are informed of their right to learn about which neighboring school may offer the program of their choice.

6. The program models offered at our school are not aligned with our parent requests because we do not have an ELL population to support a Transitional Bilingual or Dual Language program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K* 1* 2* 3* 4* 5* 6* 7* 8* 9* 10* 11* 12*
--	--

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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	23	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	1

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										
	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
Dual Language										0
ESL	20	1	2	2	0	0	1	0	0	23
Total	20	1	2	2	0	0	1	0	0	23

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
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																
Spanish																			0	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																		
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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	6	5	3	1	3	4								22
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	5	3	2	3	4	0	23						

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?

1. We use a Pull-Out organizational model. Scholars are grouped in small homogeneous groups. The ELL students are pulled out by Ms. Allen, a licensed common branches teacher. We have been working with our human resources department to hire a certified ESL teacher since the start of the school year. The students travel together as a group to the ESL room for instruction. Our children receive the mandated ESL-ELA allotted instructional time based on the students proficiency levels. The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the NYS ESL and ELA standards. The ESL teacher has collaborated with classroom teachers about curriculum and students' abilities, needs and accomplishments.

Beginner and Intermediate students receive 8 periods a week of instruction. Each containing 45 minutes. Advance students receive 4 periods a week, each period also 45 minutes. The 25 ELL's are divided groups based on their proficiency levels. Differentiation occurs within the ESL lesson and the classroom as well as the students' general education classrooms.

Currently, we use components of On Our Way to English, which is a graded program. We supplement the program with additional resources for ESL instruction.

A. Programming and Scheduling Information

2. The program models are block, class travels together as a group and heterogenous, mixed proficiency levels. SIFE students are placed with the Kindergarten group in order to facilitate the beginning steps of reading including alphabet and letter and sound recognition. Students that have been in U.S. schools less than three years receives constant exposure to vocabulary and literacy instruction using a variety of manipulatives, gestures and pictures. ESL students who have been in the country for three years or longer are taught reading skills and strategies to help them comprehend what they are reading, master the common core learning standards and ultimately achieve grade level above grade level scores on the NYS ELA exam. Students with special needs receive instruction based on their IEP goals. Lesson plans are modified and differentiated for these students to ensure they can fully engage in the lesson and learn the objective that is being taught.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

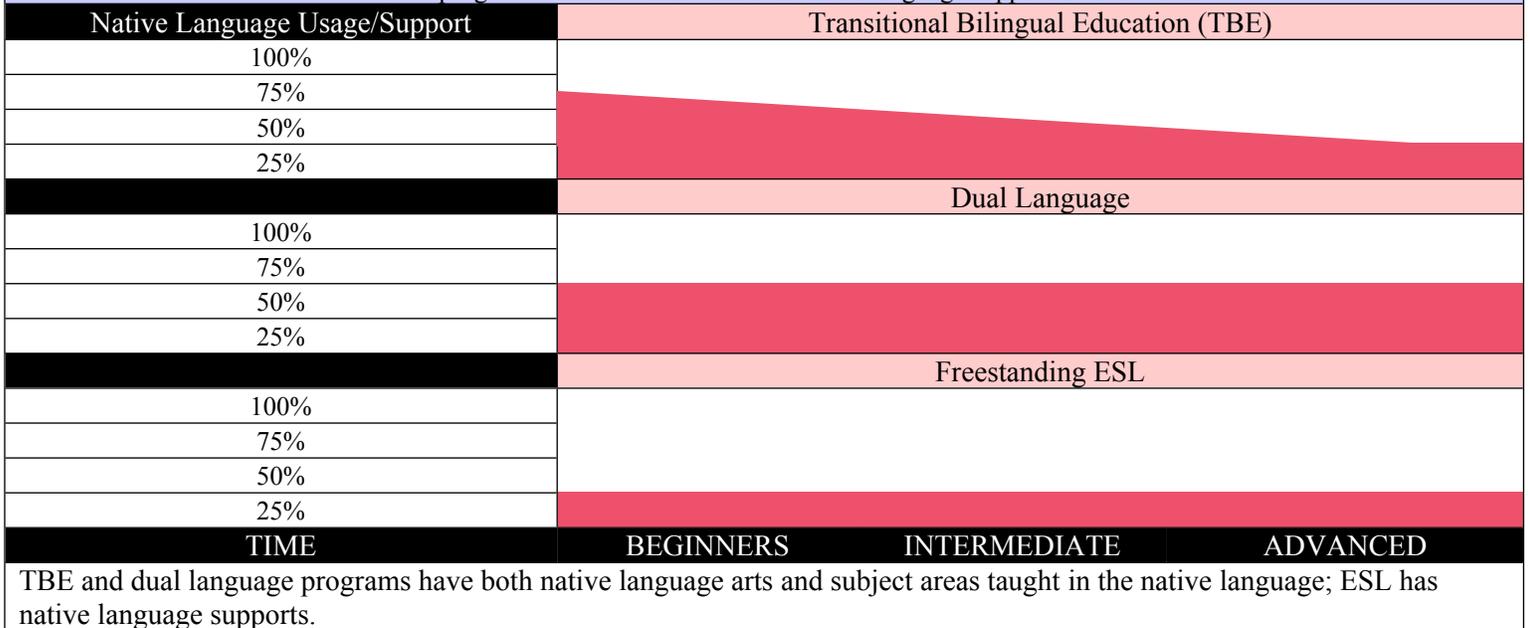
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

For literacy, we use Leveled Literacy Intervention program which is a derivative of and aligned to the Fountas and Pinnell Benchmark Assessment system. The use of two languages is utilized during standardized testing as an accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. ESL teachers also use the Spanish-English cognates/cognados during instruction as needed. Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Rigby Curriculum "On Our Way to English". This program is designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with State guidelines in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to new levels. We also work to incorporate instructional strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to role-playing and components of a Balanced Literacy program. This includes shared reading, shared writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, dramatization, text representations, and manipulatives, chants, songs, poems and charts to help them acquire language skills.

ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as

B. Programming and Scheduling Information--Continued

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ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ESL teacher opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom.

For mathematics, we use targeted Tier 1 and Tier 2 instruction, in addition to, Do the Math, Envisions, which provide students with several opportunities to develop their proficiency in each major math standard. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

Scholars who reach proficiency on the NYSESLAT or invited to our extended day program for an additional 100 minutes of literacy instruction or pulled for small group sessions with our Academic Intervention Specialists depending on their greatest area of need. For the coming school year, we will consider using Title 3 funds to create an afterschool program for our ELL students which provides additional oral English language development and exposure opportunities. (i.e. Conversation Club). We do not plan to discontinue any ELL services at this time.

Our ELLs are invited to all school events. We ensure that all school correspondence is distributed in English as well as the Home languages of our families. We would like to extend to our scholars the opportunity to participate in any afterschool club of their choice. We will offer the following: basketball club, line dancing, chess, art, drama, spoken word and cheerleading. Last school year, we invited our families to an English language learner class for adults.

Most of our classrooms have Smartboards. This year, we are using the Envisions math program which flourishes with the use of technology. Our educators use their smartboards to enhance the learning experience of ELLs. Words and pictures are displayed to help ELL students understand the academic language that is being used to teach the lesson. Educators also use charts, and sentence strips to display pertinent information and post them for easy reference.

Native language support is offered as a scaffold to learning. Scholars are encouraged to use their peers as resources who can assist them in their acquisition of the English language. If this is unsuccessful as well as several attempts by the instructor in English, our educators use

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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Our ELLs are invited to all school events. We ensure that all school correspondence is distributed in English as well as the Home languages of our families. We would like to extend to our scholars the opportunity to participate in any afterschool club of their choice. We will offer the following: basketball club, line dancing, chess, art, drama, spoken word and cheerleading. Last school year, we invited our families to an English language learner class for adults.

Most of our classrooms have Smartboards. This year, we are using the Envisions math program which flourishes with the use of technology. Our educators use their smartboards to enhance the learning experience of ELLs. Words and pictures are displayed to help ELL students understand the academic language that is being used to teach the lesson. Educators also use charts, and sentence strips to display pertinent information and post them for easy reference.

Native language support is offered as a scaffold to learning. Scholars are encouraged to use their peers as resources who can assist them in their acquisition of the English language. If this is unsuccessful as well as several attempts by the instructor in English, our educators use

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)?

This is not applicable to our school. We have a freestanding ESL program.

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.

Our network offers three full day professional development sessions for our ELL providers. We work closely with our families to help them chose a school that best fits the needs of their child who receives ELL services. We will highlight and provide our families with information about specific schools that have a strong, successful ELL program. We will send letters home in both English and their home language to inform families about Middle School Choice Fairs at these schools as well. this year we have selected questions, questioning and discussion and differentiated instruction as our professional development goals for the 2011-2012 school year. These priorities will help us meet the instructional needs of our ELL population. In addition, we provide several opportunities for our ELL teacher to present during professional development sessions and staff meetings on best instructional practices for ELLs. The goal is always to provide our educators with strategies they can walk away with and implement by the session's end.

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?

Seventy percent of our families attend our annual family orientation and curriculum night. _____ percent of our families attend events such as our Winter Expo.

2. We currently do not partner with any other agencies or Community Based Organizations to provide workshops or services to ELL parents.
3. We evaluate the needs of our parents through PTA meetings, a monthly parent event sponsored by our school administration and the PTA called First Fridays with Families and parent surveys which are sent home with our students during the second week of school. In the survey, we ask families to provide feedback around the programs they would like to see, curriculum, etc.
4. In order to ensure that our parental involvement activities meet the needs of ESL families, we have a translator in attendance who can relay the information or their concerns to our staff.

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)	2	2	1	0	1	1								7
Intermediate(I)	0	1	1	0	0	1								3
Advanced (A)	4	2	1	3	2	2								14
Total	6	5	3	3	3	4	0	0	0	0	0	0	0	24

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total

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

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

We use the Fountas and Pinnell assessment system to assess the early literacy skills of our ELLs. The system helps us to identify the proficiency level of our ELL scholars in reading, writing, listening and speaking. For our newest ELL scholars, F&P gives us specific data around their ability to identify letter sound correspondance and phonemic awareness. This helps to inform our school's instructional plan by providing data points that we use to develop our ELL and RTI plans. We use this data to help decide which scholars will receive Tier I solely based on their level of proficiency and which scholars will receive Tier II or Tier III academic intervention. Based on NYSESLAT and LABR data, 7 out of 9 proficient students scored proficient in listening and speaking after receiving two years of ELL services via the freestanding ESL program. However, these scholars did not score proficient in the reading and writing component of the NYSESLAT. This data illustrates the need for our educators to utilize instructional strategies that strengthen our students' ability to engage the English Language through speaking and listening as well as reading and writing. These strategies include the use of visual anchors, modeling, explicit instruction, meaning based context and universal themes, vocabulary and language development, and guided interaction. The ELL results from periodic assessments helps us to determine what educators will address during small and guided group instruction during every subject. Our ELL students normally fare better on math assessments than ELA Assessments due to the fact the assessments are on grade level even though their level of proficiency in English may not be. We do provide scaffolding such as reading the directions and questions twice and additional support such as time extensions when necessary and applicable, however, this does not change the assessments level of difficulty and the fact that scholars must interpret, comprehend and then answer questions based on the passages in ELA. We use Fountas and Pinnell running records to assess and measure growth at least three times a year.

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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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

Additional Information

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Paste additional information here

Part VI: LAP Assurances

School Name: East New York Elementary School		School DBN: <u>19K677</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judy Touzin	Principal		12/19/11
Jubilee N. Ransome-Mosley	Assistant Principal		12/19/11
Zareta Ricks	Parent Coordinator		12/19/11
Ms. Allen	ESL Teacher		12/19/11
	Parent		12/19/11
	Teacher/Subject Area		12/19/11
Natalie Sepulveda	Teacher/Subject Area		12/19/11
Antoinette Jenkins	Coach		12/19/11
	Coach		12/19/11
Elvin Padilla	Guidance Counselor		12/19/11
	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: **19K677** School Name: **East New York Elementary School of**

Cluster: **6** Network: **606**

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 reviewed responses of the home language surveys for new admits to determine what the language needs are for our new scholars. In addition, we reviewed our list of English Language Learners. Finally, we relied on teacher accounts to make sure we included those families who speak another language at home yet have children who are English dominant.

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.

Approxiamtely 20% of our families require interpretations services although we have an ELL population of less than 10%. While the majority of our non English speaking families speak Spanish, we have a small but growing need for Bengali interpretation services. The school community will be made aware of the need through our School Leadership team meeting as well as through our weekly communication memo.

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.

We will use the DOE's website to access templates in Spanish and Bengali as necessary. School created notices will be sent to the translation department for translation purposes. School created notices (newsletters, announcements etc.) will be sent out to the translation Department three weeks in advance to ensure adequate time for translation and distribution for school functions.

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 will use our translation and interpretation allocation to ensure we have interpreters available for school functions such as conferences, the annual Title 1 Meeting, and Back to School Night. We have purchased School Messenger, a system that calls home and relays previously recorded messages to families in their home language. These various strategies help to ensure that families are aware of all events and the interpretation that is available to them.

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 append the Parents Bill of Rights to our handbook in the three top languages spoken at ENYSE (English, Spanish, and Bengali). In addition, copies of the Parents Bill of Rights will be posted in a prominent location on the first floor of the school building along with signs that read "Welcome families" and "Interpreter Available Here". Finally, we hold an annual orientation at which time we will distribute additional copies of the rights and ensure there are interpreters available.