



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ P.S. 4 DUKE ELLINGTON SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 06M004 _____

PRINCIPAL: _____ DELOIS WHITE-JONES _____ **EMAIL:** _____ DWHITE6@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ ELSA NUNEZ _____

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
Delois White-Jones	*Principal or Designee	
Diane Barreto	*UFT Chapter Leader or Designee	
Ana Gonzalez	*PA/PTA President or Designated Co-President	
Segunda Nunez	DC 37 Representative, if applicable	
Kelys Sanchez	Member/Parent	
Belkys Poche	Member/Parent	
Johanna Mendez	Member/Parent	
Walesca Lopez	Member/Parent	
Veronica Navarrete	Member/Parent	
Luis Toribio	Member/Parent	
Willy Theodore	Member/Staff	
Gilberto Batiz	Member/Staff	
Daniela Cabral	Member/Staff	
Donna Lennon	Member/Staff	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL # 1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, 100% of students will engage in at least one literacy and one mathematic task embedded unit of study aligned with the Common Core State Standards (CCSS) to raise math and reading levels, as measured by the ELA and Math Standardized Tests.

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.

➤ Needs of Assessment: Our most recent data on ELA and Math Standardized Tests is presented in the following chart:

Year	Standardized State English Language Arts Test					Standardized Mathematics Test				
	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
2009	5%	20%	65%	10%	75%	8.0%	36.0%	54.0%	2.0%	56.0%
2010	23%	43%	27%	7%	34%	25.0%	45.0%	26.0%	4.0%	30.0%
2011	20%	49%	27%	5%	32%	22.0%	42.0%	36.0%	0%	36.0%

➤ The number of students performing on levels 3 and 4 in the ELA test increased by 6% during the last year. However, there is still a big gap of 53% in comparison to just 17% between English proficient and not-proficient students. Same can be said about students with disabilities with a 7% in comparison with 43% from general education. As a result of these gaps the school was not able to make adequate yearly progress in ELA according to the state standards. As a consequence, PS 4 was identified as a school in need of improvement with an advanced restructuring status.

- The number of students achieving levels 3 and 4 in the Standardized Math test went down from 34% to 32%. Again the gap between English proficient students and not-proficient students was even more noticeable: from 43% to 20%. Students on general education and students with disabilities followed a same pattern with a 36% and 11% respectively.
- During our formal evaluations, informal observations, and focused learning walks, we have noticed the need for our teachers to become more proficient in the use of Common Core Standards as vehicle to impart rigorous instruction that supports students to become more proficient in ELA and Mathematics. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and Mathematics (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The Standards specify the Literacy and Math skills and understandings required for college and career readiness in multiple disciplines. They prepare students to compete in our actual global environment by training students to develop rigorous task that will help them to acquire the skills to successfully complete a college level education.
- One of the main initiatives of the New York City Department of Education is the implementation of units of study. These units of study and curriculum maps will build year to year and class to class from kindergarten to twelve grades and beyond. They will be aligned to the Common Core Standards geared toward future productivity. They are designed to match the needs of specific learners in specific locations for their future. The aims and actions of the units of study will help our learners connect to global communities. Through the meticulous planning of high order thinking activities, students will be exposed to a variety of themes. They will study, analyze, and evaluate them to form their own thesis and opinions and to be able to support their points of view with valuable and reasonable arguments. This exercise will help students to develop the necessary skills to be able to compete at college level and in the future global job market.

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.*
- Common Core Standards (CCSS) will be introduced to teachers during the first day orientation staff development day. From September to December, they will be rolled-out during the weekly planning sessions.
 - During weekly grade planning sessions, teachers will also study the units of study developed by the New York City Department of Education (DOE) and decide the time of implementation.
 - With the guidance of the administrators and the lead teacher, the teachers will make an effort to develop units of study by integrating the curriculum materials (Trophies, Harcourt, Houghton Mifflin, and Everyday Math) into thematic units of study that mimic the units of study provided by the DOE to expose students to a variety of tasks as required by the CCSS; in a monthly basis. These units of study will be posted in the online program “Atlas Rubicon” to an easy access for all the teachers and intervention personnel in the school.
 - A Curriculum Team committee will be created with the participation of all the lead teachers (one per grade) and other support and administrative personnel. This committee will be responsible to finally develop, polish, and post the units of study for each grade.

- Students will receive pre and post tests in ELA and Math during the month of October to determine needs of assessment and to provide the appropriate differentiated instruction.
- By-weekly assessment in ELA and Math will be used to determine the successful of the implementation of these units of study and to group students according to their needs for differentiated instruction.
- Administrators will attend to the weekly planning session to make sure the tasks created for the aforementioned units of study are rigorous and aligned to the CCSS.

Strategies to increase parental involvement

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

- The Common Core Learning Standards (CCSS) will be rolled-out during the School Leadership Team Meetings during the month of September to December 2011. At that time, parents will be also introduced to the units of study and the new methodology to impart additional rigor to the lessons presented in the classrooms.
- With the assistance of our support organization from Fordham University, a series of trainings for parents will be developed to familiarize them with the CCSS and the units of study from September to April. These workshops will prepare parents to help students to get ready for the state standardized ELA and Math tests.
- Monthly Literacy and Math contests will be developed as a way to motivate students and to involve parents in the students' preparation for such competitions.

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.

- It is our intention that through the design, implementation, and evaluation of these units of study, teachers become more qualified and proficient in their trade.
- Teachers will be also sent to staff development opportunities presented by our support organization and other education institutions, as an effort to prepare them to implement the units of study and CCSS successfully.

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.

- Being the Common Core Learning Standards a national initiative, federal, state and local services are coordinated to achieve this goal. New York State has adopted this initiative, as well as other forty-seven states, the District of Columbia, and U.S. Virgin Islands. Because of the importance of the Common Core

State Standards Initiative, the New York City Department of Education has identified this initiative as a Citywide Instructional Expectation for the year. They have provided resources and professional development to assist schools in the implementation of this initiative. These resources have helped us to create the mentioned Curriculum Team who will be the main vehicle to successfully 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.

- Funds from Title I, Title III, Tax Levy, and Fair Student Funding will be allocated to successfully achieve this goal.

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.

Teacher effectiveness will be improved by communicating clear expectations and engaging in frequent cycles of classroom observations with immediate feedback for teacher practice, as measured by class observation reports.

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.

- Regular and frequent teachers' observations are essential to guarantee the implementation of the school policies and initiatives; but they become even more important to guarantee that all students receive quality instruction.
- Through the many walkthroughs, observations, and learning walks we have performed, we have evidenced the need for teachers to develop a common and consistent language that identifies their professional expectations. Moreover, we have seen the need to define effectiveness as a series of quality indicators that guarantee that all students receive quality education in a consistent basis across the grades, classrooms, and programs.
- These quality indicators will provide the basis to determine the effectiveness of teachers in a fair and more standardized way. They will be also used to design and provide differentiated professional development opportunities that allow teachers to become highly qualified proficient educators; who will develop and maintain a full arsenal of teaching strategies and tools to reach all students in the classroom, regardless their various levels, potential, and learning styles.

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 be introduced during the first day orientation meeting in September to the four Domains or Components of Professional Practice presented by Charlotte Danielson as The Framework for Teaching: *Domain 1: Planning and Preparation; Domain 2: The Classroom Environment ; Domain 3: Instruction ; Domain 4: Professional Responsibility.*

- By the end of October, a survey will be created by the administration to perform walk-in observations through the use of comprehensive checklist that allows a simple, clear, and immediate feedback to teachers. This survey will be posted and activated in Teachscape, an online based observation system of easy access that creates reports to focus on the different components of professional practice. These reports facilitate the monitoring and design of professional development training sessions according to the specific teachers' needs.
- By June 2012, administrators will conduct a minimum of seven formal/informal observations of each teacher, using this research based observation checklist and process.
- These observations will be posted in the online Teachscape program which provides the opportunity to create reports that help to monitor the progress of teachers in different and specific areas of teaching. This online program will provide the data to design and implement additional and differentiated professional development opportunities for further growth and improvement.
- Classroom visits, walkthroughs, and learning environment surveys will be used also to measure the success of this goal.
- All classroom teachers will attend to weekly planning sessions in which additional professional development will be provided, as determined by the reports produced by Teachscape. This training will be tailored to the specific needs of each grade.
- Teachers will also receive immediate feedback during individual post observation conferences in which specific recommendations will be made to help them improve their proficiency and effectiveness.

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.

- With the assistance of our support organization from Fordham University, a series of trainings for parents will be developed to familiarize them with the expectations for teaching performance and the way they can support teachers at home.
- These meetings will prepare parents to evaluate the effectiveness of the lessons imparted in the classroom. They will empower and encourage parents to

have discussion with teachers about specific aspects of the instruction; as a medium to stimulate teachers to self-evaluate their teaching styles and practices, in an effort to become better educators.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The achievement of this goal will clearly and directly result in an improvement of our teachers' quality.
- The multiple opportunities for specific and differentiated staff development will affect in a positive way the effectiveness of our teachers, making them to become more highly qualified educators.

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.

- The success of this initiative will depend on the proper coordination of the school administration in conjunction with our support organization from Fordham University. No other outside organizations will be involved in the observation process. However, teachers will receive training and staff development opportunities from outside public and private organizations, as determined by their specific needs.

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.

- Funds from Title I, Title III, Tax Levy, and Fair Student Funding will be allocated to successfully achieve this goal.

ANNUAL GOAL # 3 AND ACTION PLAN

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

Annual Goal #3

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

By the end of June 2012, all our Collaborative Team Teaching (CTT) teachers will demonstrate knowledge of the six models of co-teaching in an effort to improve their differentiating instruction strategies, as measured by classroom observations.

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.

- A couple of years ago our school began an initiative to open Collaborative Team Teaching (CTT) classes as a way to recommend a least restrictive environment to the students with special needs and incorporate them to the rest of the general student population. At this time we have opened four CTT classes and we are in the process of opening another one by the end of the school year. Our teachers are new to this concept and we found the need to train them in the use of this approach.
- Our many learning walks, conferences, and classroom observations have provided enough information to see the needs for the teachers assigned to CTT classes to fully understand the dynamics and methodology to be used in a collaborative team teaching classroom; and the different models they can use in this setting such as: Parallel Teaching, Alternative Teaching, One Teach One Assist, One Teach One Observe, and Station Teaching models.
- Even when we have observed the differentiation of instructions in these classrooms, there are still some other components of the CTT classroom atmosphere that are not present. In some instances the teachers are solely using one model of the ones mentioned before through the entire day, instead of a variety of approaches that will reach a broader number of learning styles.

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 in CTT classes will receive two introductory sessions about CTT models by our AUSIE external consultant during the month of September.
 - These initial training sessions will be followed by a series of additional workshops offered by our support organization Fordham during the entire year.
 - In addition to the weekly grade common planning sessions, CTT teachers will have daily common preparation periods so they can articulate and plan lessons using the different models of CTT instruction.
 - Lab site professional development opportunities will be offered in and outside of the school, so teachers can observe other CTT classes in action and make reflections about their own teaching styles and practices.
 - Ongoing observation and post observation conferences will be offered to provide CTT teachers with specific recommendations on how to improve their effectiveness in this CTT environment to better service our special needs students.

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.

- With the assistance of our support organization from Fordham University, a series of trainings for parents of students in CTT classes will be developed to

familiarize them with the concept of this classroom environment and provide them with techniques on how to support students at home.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The whole purpose of this goal is to train our CTT teachers to become highly qualified teachers. These activities will help them to acquire a new repertoire of teaching strategies and techniques that will support them to better service our students and to become more skilled professionals.

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.

- This goal will be developed by a coordinated effort between our School-Based Support Team and our partner support organization personnel from Fordham University. External contracted consultants will be also essential part of this team effort.
- Teachers will also receive training and staff development opportunities from outside public and private organizations, and other school.

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.

- Funds from Title I, Title III, Tax Levy, and Fair Student Funding will be allocated to successfully achieve this goal.

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.

By the end of June 2012, all teachers will demonstrate knowledge about the procedure to design, use, and implement tasks aligned to the Common Core State Standards across the disciplines, as evidenced by their lesson plans, observations, units of study, and weekly planning session reports.

Comprehensive needs assessment

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

- The Common Core State Standards (CCSS) initiative is a team effort developed by governors and state commissioners of education in coordination with the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). These standards define the knowledge and skills students should have within their K-12 education careers, so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.
- These CCSS are aligned with college and work expectations to provide clear, understandable, consistent, and evidence-based requirements across the grades. They also include rigorous content and application of knowledge through high-order skills; informed by other top performing countries, so that all students in United States are prepared to succeed in our global economy and society.
- As per our most current Performance Review and many classroom observations, there is a need in our school to develop more rigorous and engaging lessons that better prepare our students to achieve higher levels of thinking and performance. We have seen the need for our teachers to start planning their lessons incorporating CCSS skills and tasks in order to offer a variety of opportunities for the students to explore their potential in a more engaging environment. We hope this will help students to become independent learners and thinkers. We have also evidenced the use of extensive guided activities with a limited number of occasions for independent exploration and application. We believe that by incorporating the CCSS into the teachers' everyday lessons these opportunities will be created.

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.*
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- Teachers will receive a binder with the CCSS at the beginning of the school year. These CCSS will be introduced during our first day orientation meeting, where we will present specific lesson samples incorporating these learning standards. We will also present and discuss the Units of Study (Bundles) developed by the Department of Education as a clear sample of CCSS task alignment.
 - With the support of our partner support organization Fordham University, the CCSS will be rolled-out during the subsequent weekly grade common planning sessions. They will be discussed and used to determine the different tasks planned for that week, and the projects, themes, and materials to be used in the creation, development, and implementation of our own units of study (Bundles).
 - On September, a Curriculum Team integrated by lead teachers from each grade, administrative staff, and other support personnel will be created to develop, monitor, and evaluate the success of this initiative. They will meet each Friday after-school to develop units of study that incorporate tasks aligned to the CCSS. These units of study and curriculum maps will have a time frame of four to six weeks. They will be posted in Atlas Rubicon, an online curriculum mapping program that will facilitate an easy access to the units for the entire staff.

- During the first two month of school all teachers and support personnel will be trained in the use of ATLAS Rubicon, where all the units of study per grade will be posted, as well as the CCSS, DOE Bundles per grade, and other relevant material.
- During the weekly sessions, teachers will refocus their teaching strategies and assessments to measure the essential knowledge and skills targeted by the CCSS. They will make an effort to incorporate more analytical skills, such as reasoning and problem solving, that allow them to move beyond a single, end-of- month or year test to extended tasks that do a better job of measuring important college- and career-ready skills, such as formulating a thesis and finding legitimate arguments to defend it.
- Every month students will be required to complete a literary essay and a research paper as a culminating project for each unit of study. The research paper will be developed to investigate more in depth one of the aspects presented in that unit of study. Students will be required to use a minimum of four different sources that can range from internet websites, newspaper articles, surveys and interviews, as well as textbooks and other reference materials. The literary essay correspondingly will be based on a monthly read aloud that exemplifies the Big Idea and/or Enduring Understanding for that particular unit of study. In it students must present their thesis about one aspect of the book such as theme, characters, setting, conflict, etc., and be able to support it through the use of examples presented on the book, as well as connections they can make from other books and even from their own experiences.

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.

- Every month parents will receive a curriculum map including the tasks presented in each unit of study, so they can support students in developing their own ideas and forming their own opinions about the topics.
- The units of study will be introduced to the School Leadership Team during their monthly meeting to get their feedback about the themes and tasks included in the units and how they can support their children to complete them.
- With the assistance of our support organization from Fordham University, a series of trainings for parents will be developed to familiarize them with the Common Core Learning Standards and the units of study; with the intention to provide them the necessary tools to support their children's learning.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The activities mentioned before will help teachers to become highly qualified by providing them with strategies and techniques that assist them to implement the Common Core Learning Standard in their classrooms in order o become more competent and expert educators.

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.

- The main team to coordinate this goal will be the Curriculum Team in conjunction with our partner support organization. No other external agencies are contemplated to participate in this initiative, except the Common Core State Standard Committee which will provide the necessary revision to the proposed learning standards.

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.

- Funds from Title I, Title III, Tax Levy, and Fair Student Funding will be allocated to successfully achieve this goal.

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.

By the end of June 2012, 100% of students will be provided with opportunities to improve their oral and written language proficiency through the use of effective questioning and teaching writing techniques, as evidenced by students' oral presentation and portfolio pieces.

Comprehensive needs assessment

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

- The student population of PS 4 is integrated by approximately 44% of English limited language learners according to our most recent demographic data. However, the majority of our students come from homes where English can be considered a second language. Notice that 90% of our children are Hispanic. In many cases this limits the support students can receive at home due to their limitations with Academic English Language.
- Through our constant class observations and learning walks, we have noticed that a considerable number of our students lack from the necessary verbal and vocabulary skills to support their learning process; even some students that are not officially identified as English Limited Proficient. Their language difficulties become more evident when it comes to their oral and written expression. Consider that from the students who took the NYSESLAT just 42% achieved proficiency in speaking and listening modalities and even a smaller 20 % in reading and writing. Many of them are afraid to participate in class

discussions and ask questions because of their fears to be object of critics and contempt. That is why it is crucial that we train our teachers to use effective questioning techniques that create a low anxiety environment that promotes and values inclusion and participation, as well as higher levels of thinking 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.*
-
- At the beginning of the school year, teachers will receive training in the use of Blooms' Taxonomy to elevate the level of questions from the basic cognitive domains to higher order thinking stages. This training will be provided by our external consultant, as well as specialists from our partner support organization at Fordham University. Notice that according to Bloom's model the cognitive domains range from remembering, understanding, and applying to analyzing, evaluating, and creating; being the first domains on the list considered lower learning objectives and the last ones the more complex and sophisticated.
 - The full understanding of Bloom's thinking process theory will help teachers to design questions to achieve higher levels of thinking and to create more open-ended tasks, where students will feel more comfortable to participate without the apprehension of being categorically right or wrong. The use of higher levels of learning domains will provide a more rigorous, engaging, and challenging learning environment that we are sure will motivate students to achieve higher levels of oral and written language proficiency.
 - During the year, students will be encouraged to use Accountable Talk Stems which will be posted in each classroom, as a way to provide them with a frame work to initiate their class discussions. (Ex, I agree because... I disagree because... Another way to see it is by ...).
 - With the help of the Curriculum Team, teachers will design activities and learning tasks that will include open-ended questions to promote class debates, presentations, and team projects. These presentations, projects, and debates will require for the students to take a stand and be able to defend it with convincing arguments from the material discussed in class or independently researched.
 - A Debate Team will be created to integrate students from several third to fifth grade classes. They will hold a series of debates in the school auditorium about a variety of topics and themes presented in the units of study and some other current issues affecting the community.
 - A series of essay competitions will be also hosted school wide in order to motivate students to write with a purpose and audience in mind. Students will present their works during the weekly or monthly assemblies celebrated by each academy. Parents and special guest speakers will be invited.
 - Several Learning Walks will be performed during the year with the focus of evaluating the progress of teachers in the use of higher-order and open-ended questioning techniques and the creation of an environment of participation and inclusiveness. These learning walks will determine needs of additional professional development and training.

Strategies to increase parental involvement

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

- Parents will be invited to the different debates, essay competitions, and writing celebrations as a way to support their children's learning.
- School Leadership Team members will be also invited to the different learning walks for them to understand the techniques used by teachers to include all students in the learning process and to promote oral fluency, as well as tolerance with other's points of views and opinions.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The achievement of this goal will help to professional develop teachers to become highly qualified professionals with an extensive inventory of strategies to develop each student's potential.

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.

- The success of this goal will be determined by a coordinated effort between the school and our partners support organization. No other external agencies will be contemplated to participate in the development of this initiative.

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.

- Funds from Title I, Title III, Tax Levy, and Fair Student Funding will be allocated to successfully achieve this goal.

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	40	40	N/A	N/A	3		8	3
1	40	40	N/A	N/A	2	1		28
2	45	45	N/A	N/A		3		34
3	81	81	N/A	N/A		3		23
4	119	119					2	20
5	103	103						29
6								
7								
8								

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

- type of program or strategy (e.g., Wilson, Great Leaps, etc.),
- method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
- 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	<ul style="list-style-type: none"> ➤ One daily period of small group instruction during Guided Reading/Learning Centers time with activities designed according to the students' specific needs in the five reading modalities: Phonics, Phonemic Awareness, Vocabulary, and Reading Comprehension. ➤ Use of Accelerated Reading, a motivating online independent reading program to assess students progress in a consistent basis through a series of post story reading and vocabulary quizzes ➤ Use of intervention programs such as Leap Frog, Star Fall, and Passport Voyagers, for one-to one and small group instruction during the 37-½ minutes, pullout, and after school programs

	<ul style="list-style-type: none"> ➤ Explicit ESL instruction using “Let’s Go” program and curriculum. ➤ Native Language Instruction using “Estrellita” intervention program, which teaches decoding skills to gain reading fluency in Spanish in a very structured and scaffolding way. ➤ Saturday ELL Academy for ESL Instruction through the Arts and Reader’s Theatre. ➤ Saturday Test Preparation Academy through small group instruction.
Mathematics	<ul style="list-style-type: none"> ➤ Saturday Test Preparation Academy through small group instruction. ➤ Push-in intervention program to work on students’ needs according to the data assessment results. ➤ Use of manipulatives to enhance students’ comprehension. ➤ One daily period of differentiated instruction using Accelerated Math Program, an online based program that provides extra practice through a series of differentiated tasks according to the students’ levels, which also monitor students’ progress in a consistent basis through a series of quizzes on the different math strands. ➤ Weekly math games and center activities to complement and expand students’ understanding of math concepts.
Science	<ul style="list-style-type: none"> ➤ Saturday Test Preparation Academy through small group instruction. ➤ Use of manipulatives to enhance students’ comprehension. ➤ Research-based instruction in small groups ➤ Science Lab activities and experiments to complement and support the formal instruction.
Social Studies	<ul style="list-style-type: none"> ➤ Saturday Test Preparation Academy through small group instruction. ➤ Use of manipulatives to enhance students’ comprehension. ➤ Research-based instruction in small groups.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> ➤ At risk students are seen together with mandated students in small groups of no more than three, and on a one-to-one basis by our guidance counselor. Through the use of games, discussions, and role-playing they receive counseling according to their specific emotional and social needs.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> ➤ After a screening process students are seen in a one-to-one basis by the school psychologist to receive counseling. In some specific cases referrals have been made to receive outside therapy and psychiatric services through our partnership with Columbia Presbyterian Hospital.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> ➤ Our social worker sees at risk students on a one- to-one basis to offer additional counseling through individual and family sessions that help students and parents to deal with their specific situations.

At-risk Health-related Services	<ul style="list-style-type: none">➤ We maintain a partnership with Columbia Presbyterian Hospital that includes mental health services, nutritional guidance for students and parents, as well as series of after school programs to increase the level of physical activities in our students and to modify undesirable behaviors.
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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.

P.S. 4 The Duke Ellington School

PARENT INVOLVEMENT POLICY (PIP)

2011-2012

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-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-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 to serve as a liaison between the school and families. The Parent Coordinator 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 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-Teacher Association, and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Area for 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;

P.S. 4 The Duke Ellington School

SCHOOL-PARENT COMPACT 2011-2012

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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 06M004 **School Name:** PS 4 Duke Ellington School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

- *The number of students performing on levels 3 and 4 in the ELA test increased by 6% during the last year. However, there is still a big gap of 53% in comparison to just 17% between English proficient and not-proficient students. Same can be said about students with disabilities with a 7% in comparison with 43% from general education. As a result of these gaps the school was not able to make adequate yearly progress in ELA according to the state standards. As a consequence, PS 4 was identified as a school in need of improvement with an advanced restructuring status. The Joint Intervention Team's findings about the school's breakdown in ELA were as follows:*
- *The written English language arts (ELA) curriculum is under developed and is not consistently aligned to the New York State (NYS) Standards in some grades and has no vertical alignment. There is no written curriculum for science and social studies. The school's approach to instruction is packaged and program-based and is not currently producing necessary improvements in teaching and learning.*
 - *There are no agreed criteria for lesson plan components and expectations. Lesson plans do not consistently reference State Standards, thus they do not serve as an adequate guide for rigorous, standards-based instruction.*
 - *The school's instructional resources are textbook series and, as they currently serve as the main curriculum, they restrict the students' mastery of State Standards.*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- *The school has already created a curriculum committee integrated by lead teachers in each grade to create thematic units of study aligned to the Common Core State Standards, using multiple resources and a variety of texts. These units of study will also help to increase the rigor of the lessons imparted in the classrooms and move beyond the packaged and program-based approach. Together with the administration, this Curriculum Committee has also determined specific elements and criteria for lesson plan components in order to add rigor to the activities and projects performed by the students; including the differentiation of instruction according to the students' levels and English proficiency.*
- *The school will also implement a new writing curriculum that will help students to produce more standard-based work in a variety of literary genres as way to improve their communication skills in English.*

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - *One of our main priorities this year is the design and implementation of a staff development plan based on the particular needs of each teacher. To identify the specific needs of professional development for teachers the school will plan a well-orchestrated and more continuous cycle of class observations. This will include five to seven short observations per teacher. These evaluations will focus on determine components of the lesson and class environment such as planning, questioning techniques, assessment and feedback, etc. These observations will be posted in "Teachscape", an online program which produces specific reports that help to determine the needs for professional development by individual teachers, grades, and areas. Once these needs are identified, teachers will receive the respective training by our administrators, lead teachers, and even external consultants, in a timely fashion.*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - *New teachers are assigned to an experience teacher who serves as a mentor. They are given time to articulate and plan together, as well as observe lessons from other experience teachers and perform debriefing sessions. A Lead Teacher per grade has been selected, who also helps with the mentoring and staff development program for new teachers.*

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - *Letters to parents are sent every year to explain the school's SINI status in English and Spanish, as well as any other language according to the parents' requests. These letters are written in a simple and comprehensible language to guarantee all parents' understanding. We also celebrate an orientation meeting at the beginning of the year where the school's data is discussed in depth and the state determination about the adequate yearly progress and SINI status are explained in English, Spanish, and Haitian- Creole.*

**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 Maldonado Debra Anita Batisti	District 06	Borough Manhattan	School Number 004
School Name Duke Ellington School			

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

Principal Delois White	Assistant Principal Gilberto Batiz
Coach Beatriz Lorenzo	Coach
ESL Teacher Mavis Coalmon, Jose Cantu	Guidance Counselor Altagracia Estrella
Teacher/Subject Area Daniela Cabral	Parent Belkis Poche
Teacher/Subject Area Roselyn Arce	Parent Coordinator Lucy Perez
Related Service Provider Minerva Cortorreal	Other
Network Leader Marge Struk	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	2	Number of certified bilingual teachers	10	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	10	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	725	Total Number of ELLs	324	ELLs as share of total student population (%)	44.69%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here:

Question 1: Steps to Identify ELL's Students

- The Bilingual Coordinator, Ms. Beatriz Lorenzo, who is a certified Bilingual teacher, helps parents or legal guardians to complete a Home Language Identification Survey (HLIS) through an interview conducted in English or Spanish according to parents' preferences.

If the student is identified as a potential ELL. The child is LAB-R tested within the first ten days of school, according to regulations. Test is administered by the bilingual coordinator. The Bilingual coordinator administers the Spanish LAB to those students who are Spanish speakers and who have not meet the LAB-R cut scores to determine language dominance upon enrolment. Hand Scoring of LAB-R and Spanish LAB are instrumental to place the student in the proper setting.

Once the LAB-R is administered, the student is placed in an appropriate setting (transitional bilingual or ESL class) according to his/her proficiency level.

Parents are notified in writing of their child's status as an ELL. They are also invited to an orientation about the bilingual programs we maintain in school. Information is sent in the language that they understand. During this orientation they watch the video where all the options are explained.

Every year, after receiving the NYSESLAT scores, the Bilingual Coordinator and the administrator determine the future proper placement for the students in alignment to parents' choice based on the parent's survey.

We make sure that all ELL students take the NYSESLAT exam by analyzing the following ATS reports: RLER, RHSP and RLAT. We make sure that all eligible and entitled students take the NYSESLAT every year. Our NYSESLAT participation rate is 99% in June, 2011. We make sure that all ELL students take the four components on the NYSESLAT by providing make up tests if they are absent the day of the test

Question 2: Parents' Choices

- Our Bilingual Coordinator in conjunction with our Parent Coordinator sponsor a series of workshops for parents where the three choices of the bilingual programs have been detailed and fully explained, during the mandated ten day period. Translation into Spanish and Creole is offered.

Question 3: Entitlement Letters and Selection Forms

- Entitlement, placement, non-entitlement Letters and Parent Surveys are sent to the parents. Parents bring the parent survey and program selection form back to the school in person during the orientation session. Written reminders and phone calls are made by the Bilingual and Parent Coordinator to ensure that all the parents indicate their program choice for the academic year. All the entitlement letters are maintained in the Bilingual Coordinator's office in the respective class binders. All placement letters are maintained in the bilingual Copordinator's office in the respective class binders.

Question 4: Instructional Program Placement

- Students are placed in the Transitional Bilingual or Free Standing ESL classes that we maintain in the school according to the parents' choices. The Bilingual Coordinator meets in a one-to-one basis with parents to give recommendations of the students' placement according to the levels of proficiency in the LAB-R or NYSESLAT test. Beginner and Intermediate students are recommended to be placed in a Transitional Bilingual program following a 60%/40% language allocation. Advanced students are recommended to be placed in a Free Standing ESL class. Proficient students are recommended a monolingual setting. However, we honor the parent's choice.

- This year only five parents have indicated dual language as their first choice in the program selection form. Parents receive orientation about the possibility to open a Dual Language Program in our school, they have not shown interest in placing their children in this kind of program.

Question 5: Parent's Choice Trends

- After reviewing the parent's choices and surveys for a the past years, we have notice a trend of favoring free Standing ESI classes where the students receive all the instruction in English with the support of ESL instruction. Below is the information gathered in the parent's survey. In Kindergarden 20 parents chose Transitional Bilingual, 28 parents chose Free Standing ESL and 5 indicated dual lanuage. Only 8 parents did not bring back the survey. These students were placed in Transitional Bilingual with a 60/40 LAP.

In grades 1-5, 18 surveys were returned indicating Transitional Bilingual as their first choice, 3 parents chose ESL. Five surveys were not brought back and these students which their home language is spanish and they are beginners according to the LAB-R were placed in a transitional bilingual program with a 60/40 LAP. Those parents who did not bring back the survey during the orientation sesssion, were contacted over the phone and the programs were explained . They were asked to come to school and choose the program of their choice if they were not in agreement with the actual placement.

Question 6: Alignment of programs to parent's choice.

- During the orientation sessions(group, one to one), our bilingual coordinator shows the video to the parents and offers a detailed explanation of how each program works in our school. The video is downloaded from the doe website and is presented in the language that parents understand. We remind them of the programs offered in our school as well as the programs offered throughout the city. Parents are encouraged to ask any questions to ensure clarity. At this time parents are asked to complete the selection form. After revision of the surveys, the bilingual coordinator communicates the preferences with the school administration and the students are placed in their program of preference . At tis time and based on parent's choice, the only available programs are Transitional Bilingual and ESL. Parents are informed that placement in one of this programs will be for the entire year. During these orientations, sign-in sheets are used to record attendance. Agendas and brochures in the target language are distributed during these meetings. The bilingual coordinator collects the selection forms and records the data collected on ATS(ELPC).

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): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	2	1	1	2	1	2								9
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	3	2	2	2	2	2								13
Push-In														0
Total	5	3	3	4	3	4	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	324	Newcomers (ELLs receiving service 0-3 years)	220	Special Education	72
SIFE	2	ELLs receiving service 4-6 years	104	Long-Term (completed 6 years)	2

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	124		19	32	1	11	1			157
Dual Language										0
ESL	87		5	80	1	14	1			168
Total	211	0	24	112	2	25	2	0	0	325

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	32	27	34	26	15	33								167
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	32	27	34	26	15	33	0	167						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	29	25	26	19	20								143
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian	1			1	4	1								7
French			1			1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		3											4
TOTAL	26	29	30	27	23	22	0	157						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Question 1: Delivery of Instruction:

a-Organizational Models-PS 4 provides a transitional bilingual and Free Standing ESL model. English Language Learners are identified at the beginning of the year or at the moment they are registered according to their Home Language Survey, Lab R or NYSESLAT results.

A. Programming and Scheduling Information

b- Program Models- Students in transitional bilingual classes and students in Free Standing ESL classes are grouped as follows:

One transitional bilingual class per grade to group beginners and intermediate students. Students in this class performed at Beginning or Intermediate level in the NYSESLAT or LAB-R Test. This class follows a 40% English as a Second Language (ESL) and 60% Native Language Model. Students receive two periods of ESL every day according to the Language Allocation Guidelines published by NYC Department of Education. Reading, Writing and Mathematics are taught in Native Language. The 40/60 percent model is used from September to December. During the year, the units of ESL are incremented up to a 50/50 percent model from January to June. At this point students are encouraged to listen, speak, read and write in English. The students are divided in different groups according to their levels of English proficiency. The teacher assigns different tasks that are appropriate to each group and help in the language acquisition process.

We also have several Free Standing ESL Classes per grade to group all ELL students whose parents chose an English Only setting. This classes receive 45 minutes of ESL instruction everyday. Teachers have been trained to incorporate ESL methodology and techniques whenever is possible during the instructional day.

Question 2: Mandated Instructional Minutes

Transitional Bilingual classes are homogeneously comprised of beginner and intermediate students. The staff assigned to teach these classes are fully certified bilingual teachers who follow a 40/60 model as explained before. Students in the Transitional Bilingual classes receive 360 minutes of ESL in a weekly basis and from 60 to 90 minutes daily of instruction in native language, as mandated by the CR Part-54 regulations.

Free Standing ESL classes receive all the instruction in English. They also receive 225 minutes of ESL using a push-in model or pull-out model, as mandated by the CR Part-54 regulations.

Question 3: Content Area Instruction

Transitional Bilingual Classes follow a 60/40 percent model. Students in these classes receive Instruction as follows:

ESL- Teacher uses the Let's Go and Getting Ready for the NYSESLAT and Beyond programs to impart explicit ESL instruction. They also make several daily language drills using the grammar focus of the week, the English word wall, the cognate of the day, and the word of the day in-house developed program.

Reading/ Writing- This subject is presented in Spanish with an English summary at the end of the lesson. Teachers use Harcourt Trophies Program.

Math- Teachers present the lesson in Spanish using Everyday Math. At the end, they present a summary in English.

Science- Teachers introduce the concepts in Spanish followed by the lesson in English using ESL strategies. They use Harcourt Science Program.

Social Studies- Teachers introduce the concepts in Spanish followed by the lesson in English using ESL strategies. They use Houghton Mifflin Social Studies Program.

- Free standing ESL Classes follow a 100% English Model incorporating ESL strategies whenever is possible. They also receive one period of explicit ESL instruction using the Getting Ready for the NYSESLAT and Beyond Program. They also make several daily language drills using the grammar focus of the week, the English word wall, the cognate of the day, and the word of the day in-house developed program.

Reading/ Writing- This subject is presented in English using ESL strategies. Teachers use Harcourt Trophies Program.

Math- Teachers present the lesson in English using Everyday Math using ESL strategies

Science- Teachers teach the concepts in English using ESL strategies. They use Harcourt Science Program.

Social Studies- Teachers teach the concepts in English using ESL strategies. They use Houghton Mifflin Social Studies Program

Question 4: Differentiating instruction according to ELL subgroups:

A. Programming and Scheduling Information

One of the main policies of P.S. 4 is to differentiate instruction according to data. All the students including ELLs are constantly monitored for progress including the different levels of language acquisition. Teachers plan scaffold differentiated activities to address the need of each particular student. They use the progress monitoring data to group the students in different small homogeneous sub-groups within the classroom. After a general task is modeled by the teacher, the students are sent back to their groups where they will practice the assigned differentiated task. Teachers pay special attention to the ELL students and students with special needs. ELLs also receive additional intervention as stated on the response to question 5 in the next section.

Question 5: Instruction for ELL subgroups

a-SIFE- Students identified as SIFE receive the same instruction as the rest of the students. They also participate in an After School and Saturday Program that provides intervention in Native Language using the "Estrellita" Program, as well as ESL instruction using Reader's Theatre. These SIFE students belong to a CTT class where a second teacher offers additional intervention in the classroom.

b- Newcomers (Preparation for ELA test)- same as SIFE students.

c-4-6 years- Students in this category receive ELA test preparation every Friday. They are also encouraged to attend to After School and Saturday programs.

d-Long Term ELL's- Same as 4-6 years. They also receive an additional period of intervention through a pull-out program.

Question 6: ELL-SWD Grade Level Materials and Strategies

Teachers of ELL's and SWD follow the reader's and writers workshop model to deliver instruction. ELL and SWD students use the same materials as the rest of the classes. We use Harcourt for literacy as well as science, Everyday Math for mathematics, and Houghton Mifflin for social studies. Teachers are mandated to differentiate instruction to address each child's particular needs and levels. Centers have been created to support instruction in ELA following the Florida Center for Reading Research methodology. A specific period of a day is being scheduled in each teacher's program to guarantee the implementation of this policy. Teachers of ELL's and SWD are aware of their student's proficiency level based on the LAB/R - NYSESLAT results. Teachers differentiate their instruction in a variety of ways based on what their students can do. The type of activities as well as the questioning techniques are different and modified to make it comprehensible to the student's specific linguistic and academic needs.

Question 7: Meeting the needs of ELL-SWD in least restrictive environment.

ELL and SWD students in a least restrictive environment are placed in a Collaborative Team Teaching (CTT) class with two teachers to ensure that instruction is differentiated according to their levels and specific needs.

The school ensure that flexible programming is used to maximize time spent with non disabled peers. Once we have the classes set up, we make sure that the special education students have as many opportunities with their non-disabled peers during the school day. Some of the periods are in the morning for breakfast, during lunchtime and physical education. In addition we make sure that they attend all trips and assemblies together. We also look at their IEP's as well as teacher opinion and stream the special education students that are ready to transition back to regular education classes. Streaming special education students has resulted with an increase of CTT classes where

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%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Question 8: Targeted Intervention Programs in ELA and Math

Targeted interventions in social studies are done by the teachers. The teachers assess the students to determine areas of strengths and weaknesses. As a result of the assessments, they determine mayor areas that must be taught to their entire class. During our guided reading period teachers work with small groups of students to help students in areas of weaknesses

- a) SIFE Students- Besides the regular programs described before, SIFE students receive an extra period of ELA/Math instruction in small group through a "pull-out" program. They are also participating of a Saturday Academy program receiving instruction in ELA and Math.
- b) Newcomer ELLs (less than 3 years) - Besides the regular programs described before, new immigrant students with less than three years in the system, participate in a Saturday Academy program receiving instruction in ELA and Math. They are also receiving native language instruction and ESL after school twice a week after school.
- c) ELLs receiving services 4 to 6 years- Besides the regular programs described before, ELLs with 5 to 6 years also participate of a Saturday Academy program receiving instruction in ELA and Math.
- d) Long term ELLs (more than 6 years) - Besides the regular programs described before, long term ELL also participate in a Saturday Academy program receiving instruction in ELA and Math
- e) ELLs with Special Needs-Besides the regular programs described before, ELLs with Special Needs receive small group instruction in ELA and Math through a Saturday Academy program.

Question 9: Continuing support for ELLs

Former ELLs are entitled to ELL test accommodations for two years after attaining proficiency on the NYSESLAT. For the 2011-12 school year, this accommodation is for students who scored proficient on the Spring 2010 or 2011 NYSESLAT. Students who tested out in 2009 or earlier do not get ELL accommodations.

Once the students reach proficiency in the NYSESLAT, they continue participating of the Saturday ELL Academy to receive additional support in ELA and Math using ESL strategies.

Question 10: New Programs

We are currently implementing "Estrellita", a new Spanish language program to alphabetize new immigrant students who have receive little or no instruction in their native language. We are also implementing a more basic and explicit ESL program called "Let's Go" which helps ELLs to acquire more vocabulary through the study of thematic units. These thematic units are better connected to their everyday lives which will make the lessons more meaningful and enjoyable.

Question 11: Discontinuance of ELL Programs.

None of our ELL programs will be discontinued.

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.
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17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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Targeted interventions in social studies are done by the teachers. The teachers assess the students to determine areas of strengths and weaknesses. As a result of the assessments, they determine major areas that must be taught to their entire class. During our guided reading period teachers work with small groups of students to help students in areas of weakness.

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- c) ELLs receiving services 4 to 6 years- Besides the regular programs described before, ELLs with 5 to 6 years also participate of a Saturday Academy program receiving instruction in ELA and Math.
- d) Long term ELLs (more than 6 years) - Besides the regular programs described before, long term ELL also participate in a Saturday Academy program receiving instruction in ELA and Math
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Once the students reach proficiency in the NYSESLAT, they continue participating of the Saturday ELL Academy to receive additional support in ELA and Math using ESL strategies.

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We are currently implementing "Estrellita", a new Spanish language program to alphabetize new immigrant students who have received little or no instruction in their native language. We are also implementing a more basic and explicit ESL program called "Let's Go" which helps ELLs to acquire more vocabulary through the study of thematic units. These thematic units are better connected to their everyday lives which will make the lessons more meaningful and enjoyable.

Question 11: Discontinuance of ELL Programs.

None of our ELL programs will be discontinued.

Question 12: Equal Access

At our school our ELLs are afforded equal access to all school programs. When the scheduling is done, they are given access to all the

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.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

Question 8: Targeted Intervention Programs in ELA and Math

Targeted interventions in social studies are done by the teachers. The teachers assess the students to determine areas of strengths and weaknesses. As a result of the assessments, they determine major areas that must be taught to their entire class. During our guided reading period teachers work with small groups of students to help students in areas of weaknesses

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Question 11: Discontinuance of ELL Programs.

None of our ELL programs will be discontinued.

Question 12: Equal Access

At our school our ELLs are afforded equal access to all school programs. When the scheduling is done, they are given access to all the classes that their monolingual counterparts have. When programs are brought into the school, our ELLs are always thought about and

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

Beginning

Intermediate

Advanced

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)?

We do not offer any Dual Language Program at this time based on the parent's survey.

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Question 1: Professional Development Plan

During our professional development, the entire staff receives training on how to work with ELL's including: teachers, paraprofessionals, assistant principals, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinator. In addition, our PSO Fordham University is constantly providing professional development for the entire staff.

The main focus for the year is on ESL practices and methodologies and the use of data to differentiate instruction. Lead teachers have been identified on each grade in order to facilitate the communication process between the administration and the staff. Each lead teacher conducts two grade planning sessions per week with his/her entire grade. They are also responsible to submit a weekly Literacy and Math Plan in a predetermined template to the administration. This provides uniformity and continuity in the students learning process. In order to supply quality teaching to English Language Learners we have already started to develop a series of workshops for all our teachers that help them to be more prepared to deal with the particularities of ELL students. These workshops can be broadly grouped according to the following learning strand

- Using Data for Effective Instruction
- Portfolio Assessment
- Insightful Look at students Work
- Effective ESL Teaching Strategies

The following is a list of the professional development topics we have incorporated to our professional plan and calendar for the year:

- Using Sheltered Instruction Observation Protocol (SIOP) to meet the needs of ELL students
- Classroom Management in the Multicultural Classroom

Question 2: Staff Support to Teach ELLs

As students progress from the lower grades to the upper grades, the level of content area taught is increased. By the time they get to fifth grade, ELL students are able to work independently in projects and activities to apply the skills learned in the classroom. Students are required to incorporate the use of technology so that they can develop more independence into middle school. Guidance counselors work with middle schools of the area to bring information to our fifth grade students during regular assemblies. They also arrange class trips to visit intermediate schools in the neighborhood to get information on the program they offer. Parents receive orientation on the several programs offered by middle schools and the process to apply to them including talented and gifted programs.

Question 3: 7.5 minimum ESL Training

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4. Effective ESL Teaching Strategies. 2 hours

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)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	

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?
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B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Question 8: Targeted Intervention Programs in ELA and Math

Targeted interventions in social studies are done by the teachers. The teachers assess the students to determine areas of strengths and weaknesses. As a result of the assessments, they determine major areas that must be taught to their entire class. During our guided reading period teachers work with small groups of students to help students in areas of weakness.

- a) SIFE Students- Besides the regular programs described before, SIFE students receive an extra period of ELA/Math instruction in small group through a "pull-out" program. They are also participating of a Saturday Academy program receiving instruction in ELA and Math.
- b) Newcomer ELLs (less than 3 years) - Besides the regular programs described before, new immigrant students with less than three years in the system, participate in a Saturday Academy program receiving instruction in ELA and Math. They are also receiving native language instruction and ESL after school twice a week after school.
- c) ELLs receiving services 4 to 6 years- Besides the regular programs described before, ELLs with 5 to 6 years also participate of a Saturday Academy program receiving instruction in ELA and Math.
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Question 9: Continuing support for ELLs

Former ELLs are entitled to ELL test accommodations for two years after attaining proficiency on the NYSESLAT. For the 2011-12 school year, this accommodation is for students who scored proficient on the Spring 2010 or 2011 NYSESLAT. Students who tested out in 2009 or earlier do not get ELL accommodations.

Once the students reach proficiency in the NYSESLAT, they continue participating of the Saturday ELL Academy to receive additional support in ELA and Math using ESL strategies.

Question 10: New Programs

We are currently implementing "Estrellita", a new Spanish language program to alphabetize new immigrant students who have received little or no instruction in their native language. We are also implementing a more basic and explicit ESL program called "Let's Go" which helps ELLs to acquire more vocabulary through the study of thematic units. These thematic units are better connected to their everyday lives which will make the lessons more meaningful and enjoyable.

Question 11: Discontinuance of ELL Programs.

None of our ELL programs will be discontinued.

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At our school our ELLs are afforded equal access to all school programs. When the scheduling is done, they are given access to all the

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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)?

We do not offer any Dual Language Program at this time based on the parent's survey.

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?
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 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
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6. Describe how you evaluate the success of your programs for ELLs.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	28	24	26	18	9	16								121
Intermediate(I)	7	25	11	24	11	19								97
Advanced (A)	23	7	24	11	20	21								106
Total	58	56	61	53	40	56	0	0	0	0	0	0	0	324

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	9	14	7	5	5	3							
	I	7	8	8	4	10	12							
	A	18	19	21	11	14	19							
	P	35	31	35	39	19	20							
READING/ WRITING	B	9	22	19	13	4	3							
	I	8	26	21	8	4	4							
	A	18	8	8	16	11	15							
	P	39	18	19	25	27	23							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	29	44	43	0	116
4	24	46	44	0	114
5	16	40	26	1	83
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				3	3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	24	5	56	8	24	1	0	1	119
4	17	7	38	14	35		8	1	120

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9	3	39	7	28	1	7		94
6									0
7									0
8									0
NYSAA Bilingual Spe Ed				2		1			3

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				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	18	27					
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?
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 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Delois White-Jones	Principal		10/24/11
Gilberto Batiz	Assistant Principal		10/24/11
Lucy Perez	Parent Coordinator		10/24/11
Mavis Coalmon	ESL Teacher		10/24/11
Belkis Poche	Parent		10/24/11
Daniela Cabral	Teacher/Subject Area		10/24/11
Roselyn Arce	Teacher/Subject Area		10/24/11
Beatriz Lorenzo	Coach		10/24/11
	Coach		
Altagracia Estrella	Guidance Counselor		10/24/11
Marge Struk	Network Leader		10/24/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M004 **School Name:** P.S. 4 Duke Ellington School

Cluster: 551 **Network:** Fordham University- Debra Maldonado

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 measured and assessed the effectiveness of our programs through our Annual Parent Survey, as well as informal interviews and meetings with parents. Last year parents filled out the Annual Parent Survey and indicated that they were pleased with the translation program we have in our school.

We make sure that all the information they receive from the school is properly translated into a language they could understand; mostly English and Spanish. There is a small number of parents who also receive information in Hatian-Creole through one of our staff members who is fluent in that language. Parents have also expressed their satisfaction with our Parent and Bilingual Coordinators who are constantly in contact with them in a language they understand.

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.

Parents are fairly satisfied with our translation services and written translations, according to the parents' formal and informal surveys..

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.

P.S. 4 is located in an area densely populated by Hispanics. We have made an effort to contract bilingual personnel in English and Spanish including our parent coordinator, dean, administrators, teachers, and support personnel. We have worked diligently to increase our outreach to parents of ELLs providing accurate and effective communication to build bridges to ultimately engage parents who speak a language other than English. We publish a monthly newsletter and calendar in English and Spanish that indicates the different activities and important dates during the month. All our correspondence with parents is translated into Spanish by our Bilingual Department.

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.

All our oral translations are done by our Bilingual Staff including teachers, paraprofessionals, school aides, Parent Coordinator and Bilingual Coordinator. We have also contracted a teacher whose first language is Creole. He helps us to translate to our Haitian students' parents. We have also acquired a simultaneous translation device that allows us to translate during parents' meetings, workshops, and special programs.

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>.

Our Bilingual and ESL Department provide all our translation services in house. They make sure that all our corresponded with parents is done in a language they can understand. We have assigned a per session budget for them to make written translations according to our needs.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 4 Duke Ellington School	DBN: 06M004
Cluster Leader: Debra Maldonado	Network Leader: Anita Batisti
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

The student population of PS 4 is integrated by approximately 44% of English limited language learners according to our most recent demographic data. However, the majority of our students come from homes where English can be considered a second language. Notice that 90% of our children are Hispanic. In many cases this limits the support students can receive at home due to their limitations with Academic English Language.

Through our constant class observations and learning walks, we have noticed that a considerable number of our students lack from the necessary verbal and vocabulary skills to support their learning process; even some students that are not officially identified as English Limited Proficient. Their language difficulties become more evident when it comes to their oral and written expression. Consider that from the students who took the NYSESLAT just 42% achieved proficiency in speaking and listening modalities and even a smaller 20 % in reading and writing. Many of them are afraid to participate in class discussions and ask questions because of their fears to be object of critics and contempt. That is why it is crucial that we provide additional opportunities for students to receive instruction in smaller setting that creates a low anxiety environment that promotes and values inclusion and participation, as well as higher levels of thinking process. This setting will be provided by the creation and implementation of a Saturday program which will be fully funded through the funds received from Title III allocations. This program will be developed as follows:

Saturday Academy:

-The Students targeted for this Saturday Academy will be the beginners and intermediate ELL students according to the NYSESLAT results in grades 3, 4, and 5.

- There will be 6 classes of 15 students each; One second grade class, two third grade classes, two fourth grade classes, and one fifth grade class.

- The program will be in session from Decemeber 10, 2011 to the end of May 2012 from 9:00 to 12:00 AM. There will be a total number of 20 sessions.

-Students in this program will receive instruction in English to prepare them for the State ELA test, and Spanish/English fro Mathematics, according to the class LAP. Teachers will use Reader's Theatre, NYSESLAT and Beyond Programs, as well as Evan Moore center activities.

Part B: Direct Instruction Supplemental Program Information

-This program will be taught by fully certified teachers.

-There will be a total of 6 Teachers and 1 administrators who will be the supervisors in charge, who will be responsible of opening and closing the building, as well as supervising the teachers on the program. One of supervisor will remain with the late picked-up students.

-A school aide will be hired to serve lunch and perform administrative duties such as taking attendance, calling students' parents, making and distributing copies; as well as early arrival and late pickup.

Part C: Professional Development

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

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

Begin description here: Workshops on the Use of ESL Methodology

Teachers in this Saturday Program and in the New Immigrant After School Program will receive additional staff development in the use of differentiating instruction and ESL methodology. These workshops will take place the first Friday of each month from 3:00 to 5:00 PM starting on December and ending on May. The topics to be discussed are as follows:

-The Inner World- of an Immigrant Child

-Different Ways to Differentiate Instruction

-How to Use English Acquisition Levels to Plan our Lessons

-Using Inquiry Tools to Monitor Students' Progress

-How to Perform Interactive Read Aloud and Guided Reading Lessons using ESL Methodology

-Use of Graphic Organizers to Improve Writing on ELL Students

-How to Develop and Use Learning Centers for ELL Students

The teachers participating of these workshops will be: Alexis Cesani, Claudia Luciano, Sonia Baez-Torres, Joan Capozzoli, Elena Nieves, Rosa Salce, Evelyn Marmolejos, Tricia McLeod, Daniela Cabral, Rosa Reyes, Edward Ovalle, and Donna Lenon.

The workshops will be offered by our in-house staff with the support of Fordham University, our Partner

Part C: Professional Development

Support Organization.

Part D: Parental Engagement Activities

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

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

Begin description here: ESL Parent Classes

In order to support and increase our parent participation in the school, we will use Title III Funds to sponsor a Parents English Conversation Class during the ELL Saturday Program where parents will have the opportunity to attend to 20 free sessions.

- Number of parents expected to participate is 20
- Frequency will be once a week
- These classes will be given Saturdays from 9:00AM to 1:00 PM
- Instruction will be imparted by Rosa Reyes, one of our Certified Bilingual Teachers.

Part E: Budget

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

Allocation Amount: \$39,968

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$29,932.86	Saturday Program: -6 teachers X 20 sessions X 3 hours X \$49.89 = \$17,960.40 -1 school aide X 20 sessions X 4 hours X \$16.20 = \$1,296.00

Part E: Budget

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

Allocation Amount: \$39,968

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Parents: -1 ESL teacher X 20 sessions X 3 hours X \$49.89 = \$2,993.40 Professional Development: -11 teachers X 7 workshops X 2 hours X \$49.89 = \$7,683.06
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	0
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$10,035.14	-Evan Moore Center Activities for ELA and Math -Reader's Theater Program -NYSESLAT and Beyond Workbooks
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$39,968	

