



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE EDWARD K. ELLINGTON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q140

PRINCIPAL: DAVID NORMENT EMAIL: DNORMENT@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES BRYANT

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
David Norment	*Principal or Designee	
Brenda Headley	*UFT Chapter Leader or Designee	
Tiffany Moore	*PA/PTA President or Designated Co-President	
Theresa Cartier	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robbyn Hasberry	Member/ CSA Rep	
Belinda Lewis	Member/ Teacher	
Jodi Meehan	Member/ Teacher	
Jemma Townes	Member/ Parent	
Dayniece Young	Member/ Parent	
Wydia Young	Member/ Parent	
Lashawna Colliard	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012 we will increase by 4% the number of students in grades 3, 4 and 5 achieving levels 3 and 4 in ELA. This means that we will increase from 30% of students achieving levels 3 and 4 to 34% of students achieving levels 3 and 4.

Comprehensive needs assessment

The identified need in this area is to have an increase in the number of students that receive a proficiency level of "At Standards and Exceeding Standards" on New York State Assessments.

Instructional strategies/activities

We will decrease the student teacher ratio as much as possible with available resources. We have a Reading Teacher that provides intervention services. blocks and service at-risk students; we have 1 academic coach to model lessons and provide professional development (i.e.: facilitate Lab Sites, foster collaboration among teachers); weekly planning meeting/common prep periods by grade level for all teachers; use of one extended day session per week for teacher team meetings focusing on data management analysis and adjustment in planning to meet the needs of students; intra-grade and inter-grade visitation; attend CFN workshops; training on data collection, analysis and review and use to adjust instruction as needed; school based new teacher mentoring; and Aussie Professional Development opportunities.

Strategies to increase parental involvement

P.S. 140 will offer a Parent Academy to all parents to learn about opportunities to support their children's learning. Starting in the Fall parents will be invited to attend all workshops that are focused around particular themes and concerns that parents suggested through an interest inventory. Communication has also been increased with a website dedicated to information relating to P.S. 140 Community

Strategies for attracting Highly Qualified Teachers (HQT)

- During the 2011-2012 School year staff that were identified as in need/ or not Highly Qualified via the BEDS Survey received targeted and specific Professional Development. Many sessions were conducted by the hired consultants of Aussie. Content Courses between Grades 3-5 increased the subject matter focus among teachers. This would have teachers in content specific areas

Service and program coordination

All of our reading foundational efforts begin with promotion of early readers within the Universal Pre-K program. During the 11-12 school year P.S. 140 has partnered with the Literacy Link Inc. This partnership increases paired reading between upper grade students and lower grades students.

Budget and resources alignment

- Title I Funds were allocated for the staffing of our part time Instructional Coach. Our instructional staffing plan supports the new programming scenarios of Content Specific Teachers to be funded by FSF allocations. Title III Funds were scheduled to fund our ESL targeted Saturday Academy Program. This program supports the learning of teachers as professionals as well as, students.

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

By June 2012 we will increase by 4% the number of students in grades 3, 4 and 5 achieving levels 3 and 4 in Math. This means that we will increase from 30% of students achieving levels 3 and 4 to 34% of students achieving levels 3 and 4.

Comprehensive needs assessment

The identified need in this area is to have an increase in the number of students that receive a proficiency level of “At Standards and Exceeding Standards” on New York State Assessments

Instructional strategies/activities

We will decrease the student teacher ratio as much as possible with available resources. We have a Reading Teacher that provides intervention services. blocks and service at-risk students; we have 1 academic coach to model lessons and provide professional development (i.e.: facilitate Lab Sites, foster collaboration among teachers); weekly planning meeting/common prep periods by grade level for all teachers; use of one extended day session per week for teacher team meetings focusing on data management analysis and adjustment in planning to meet the needs of students ;intra-grade and inter-grade visitation; attend CFN workshops; training on data collection, analysis and review and use to adjust instruction as needed; school based new teacher mentoring; and Aussie Professional Development opportunities.

Strategies to increase parental involvement

- P.S. 140 will offer a Parent Academy to all parents to learn about opportunities to support their children’s learning. Starting in the Fall parents will be invited to attend all workshops that are focused around particular themes and concerns that parents suggested through an interest inventory. Communication has also been increased with a website dedicated to information relating to P.S. 140 Community. At the beginning of each month of the school will we send home a newsletter with information relating to upcoming events

Strategies for attracting Highly Qualified Teachers (HQT)

- . During the 2011-2012 School year staff that were identified as in need/ or not Highly Qualified via the BEDS Survey received targeted and specific Professional Development. Many sessions were conducted by the hired consultants of Aussie.
- Content Courses between Grades 3-5 increased the subject matter focus among teachers. This would have teachers in content specific areas.

Service and program coordination

- All of our reading foundational efforts begin with promotion of early readers within the Universal Pre-K program. During the 11-12 school year P.S. 140 has partnered with the Math Mentors. This partnership increases paired reading between upper grade students and lower grades students.

Budget and resources alignment

- Title I Funds were allocated for the staffing of our part time Instructional Coach. Our instructional staffing plan supports the new programming scenarios of Content Specific Teachers to be funded by FSF allocations. Title III Funds were scheduled to fund our ESL targeted Saturday Academy Program. This program supports the learning of teachers as professionals as well as, students..

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

By June 2012, at least 250 parents will have logged in at least once to the ARIS Parent Log In link as evidenced by the summary log in report in ARIS parent link

Comprehensive needs assessment

The identified need in this area is to have an increase in the number of parents that are participating in school events and serving in decision making capacity

Instructional strategies/activities

- School will provide an adult computer course to improve technology skills and close the digital divide.
- School will also provide technology training in completing the Learning Environment Survey.
- School will provide a course in resume writing to support parents in finding more lucrative positions.
- School will provide an ELA prep course to empower parents in supports their children's academic growth.
- School will invite parents to a Parent Symposium where parents will be asked to gain knowledge of academic expectations.
- Parental attendance at celebrations of students' success including Student of the Month and Honor Roll programs.
- School will encourage parents to join the Learning Leaders Program so they can volunteer their support in our school.
- School will encourage attendance at both the fall and spring Parent- Teacher Conferences including Open School Week.
- School will encourage attendance at our annual Back to School/Meet the Teacher Night.

School will provide an adult ELL Class to facilitate ongoing communication and knowledge between home and school.

Strategies to increase parental involvement

- P.S. 140 will offer a Parent Academy to all parents to learn about opportunities to support their children's learning. Starting in the Fall parents will be invited to attend all workshops that are focused around particular themes and concerns that parents suggested through an interest inventory. Communication has also been increased with a website dedicated to information relating to P.S. 140 Community. At the beginning of each month of the school will we send home a newsletter with information relating to upcoming events

Strategies for attracting Highly Qualified Teachers (HQT)

. Increase the amount of specialized information utilizing the Superintendent's Community Newsletter, School wide Newsletter, activities that build partnerships with the surrounding community.

- Attendance sheets and Agendas
- Outreach letters to school community
- Number of website hits
- Products from parent projects

- E-Chalk Website Hits
- ARIS Parent Link Log Ins

Service and program coordination

- Open House for Universal Pre K
- Parent Book Club and Reading Partners
- School Website

Parent Academy

Budget and resources alignment

- Title I Parent Involvement Funds were allocated for parental initiatives. Our instructional staffing plan supports the new programming scenarios of Content Specific Teachers to be funded by FSF allocations. Title III Funds were scheduled to fund our ESL targeted Saturday Academy Program for Parents. This program supports the learning of parents as professionals

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.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	12	N/A	N/A	15	4	4	7
1	13	13	N/A	N/A	22	6	6	11
2	32	27	N/A	N/A	17	10	8	8
3	18	20	N/A	N/A	27	13	76	12
4	16	23	35	35	35	12	6	11
5	32	29	20	20	26	8	5	7
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Programs used: Wilson, Great leaps, Voyagers, Ticket to Read and Balanced Literacy, I Ready Diagnostic. AIS service providers either push in or pull out underachievers; select staff will pull out 1:1 for tutoring; 37.5 minutes of instruction 6:1 three days a eek. Funding permitted Saturday and after school for small group instruction. Providers are SETSS, Guidance and teachers.
Mathematics	Great Leaps, Math In Focus, Wilson, small group, one on one, extended day. Funding permitted after school and Saturday program. Providers are SETSS, Guidance and teachers.
Science	Teachers will pull out at risk fourth graders to prepare for the NYS test.
Social Studies	Assistant principals ensure that scaffolding and differentiating addresses needs of all at risk students in the social studies classrooms.
At-risk Services provided by the Guidance Counselor	Guidance Counselors meet with at risk and mandated students in small groups and one to one. The criteria of these students are children with handicapping conditions; chronic attendance, extreme lateness, and academically underachieving students.
At-risk Services provided by the School Psychologist	At risk services provided by the school psychologist is to observe students identified at pupil personnel meetings, collaborate with classroom teachers and providers.
At-risk Services provided by the Social Worker	The Social worker is to meet identified students, small group of 6:1 and support emotional problems which hinder the academic growth of identified students.

At-risk Health-related Services	Nurse, School Psychologist will meet with small groups to support students knowledge of health awareness.
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DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 28Q140 **School Name:** The Edward K. 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.

Grades 3 4, 5 ELA & Math State assessment results on the 2011 exam we failed to achieve Annual Yearly Progress (AYP) for our special education population. Poor academic results and limited professional development of staff caused our school to be identified as a SINI school.

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.
 - Implementation of I-Ready Diagnostic Program
 - Formal and Informal Assessments through various Diagnostic and Instructional supplemental curriculum materials.
 - Identification of strengths and weaknesses throughout the instructional plan and provide specific professional development for teachers.

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.

2011-2012 PS 140 will use the SWP Title 1 Funding for the staffing of a Math Coach that will provide targeted instructional support to all teachers. Mathematics Coach will incorporate the CCLS.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

To provide instructional support to selected staff members, this support will be provided by an *Aussie Representative*. This Rep will extend the professional development initiatives based on

the analysis of our teacher need as evident by teacher observations and interim professional assessments.

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.

P.S. 140 will offer a Parent Academy to all parents to learn about opportunities to support their children's learning. Starting in the Fall parents will be invited to attend all workshops that are focused around particular themes and concerns that parents suggested through an interest inventory. Communication has also been increased with a website dedicated to information relating to P.S. 140 Community. At the beginning of each month of the school will we send home a newsletter with information relating to upcoming events

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen	District 28	Borough Queens	School Number 140
School Name Edward Kennedy Ellington School			

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

Principal David Norment	Assistant Principal Eartha Pruitt
Coach	Coach
ESL Teacher Judy Jacobs	Guidance Counselor Rosemay Fabre
Teacher/Subject Area Dori Cohen/Speech	Parent Julia Arias
Teacher/Subject Area Joan Palmentiere/2nd Grade	Parent Coordinator Beverly Baptiste
Related Service Provider Byanca Davie/SETTS	Other type here
Network Leader Dan Purus	Other type here

C. Teacher Qualifications [i](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. School Demographics

Total number of students in school	641	Total Number of ELLs	21	ELLs as share of total student population (%)	3.28%
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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. 

During the enrollment process, the Ell student is identified by the ESL teacher who holds a New york state ESL certification: the procedures consist of the following steps:

1. The Home Language Identification Survey is Administered to identify the student's Native Language.
2. The ESL Teacher identifies, and administers the LAB-R which is a test that establishes an English Proficiency Level to determine if the student is eligible for state mandated services. Once an ELL student is identified, the parents are contacted immediately to set up the orientation for the parent by the ESL teacher (by phone, letter, or in person). Both the ESL teacher, a bilingual para and parents view the video together in order to explain the 3 program choices and to discuss any questions that the parents might have. This takes place within 10 days of initial ELL identification.
3. Once the English Language Learner student is identified, the parent of that student must attend an Ell orientation. During the Orientation, a DVD is shown to the parent in their native language. The DVD explains the different choices that the parent has in selecting a program for their child. If the parent cannot attend the assigned orientation, they will be rescheduled for another orientation. However, if the parent cannot attend any meeting, there will be a telephone conference with the a translator to provide the parents with their options. After the telephone conference, a translated letter is sent home and the student must return the letter to school signed. In the Spring of every school year the NYSESLAT Examination is administered to determine if the ELL student will continue to get services.
4. Within the last few years, more of our parents have requested a bilingual program. However, we do not have enough students who speak the same home language on one or two contiguous grades that would warrant opening a bilingual class. However if we do get a sufficient number of students, we will open a bilingual program as per CR Part 154.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K  1  2  3  4  5 
6  7  8  9  10  11  12 

This school offers (check all that apply):

Transitional bilingual education program

Yes 

No 

If yes, indicate language(s):

Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	0	2	6	0	1	0	0	0	21
Total	15	0	2	6	0	1	0	0	0	21

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	1	3	3	2								13
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	1	0	0	0	0	0								1
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	1	0	0								1
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	2	2	0	2								6
TOTAL	2	3	3	6	3	4	0	21						

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?

A. Programming and Scheduling Information

ELL instruction is delivered in one and or the following ways: the ELL program is a Pull out program in which the students are pulled out of their classrooms and placed in heterogenous grouping that combines students on grades Kgn. and one, Two and three, and four and five. The EILL curriculum is aligned to classroom instruction and addresses the students in Reading, Writing, Listening, and Speaking. The process employed is the use of visuals, manipulatives, vocabulary enrichment, graphic organizers, and ELL books as well as pictures to amplify learning.

2 Our staff ensures that the students are receiving the mandated amount of instruction in the following way: our state liscensed ESL Teacher pulls students out from their classrooms to provide them with instruction; the students that are on the beginning level and the intermediate level are afforded 360 minutes of instruction per week, the students that are functioning on an advanced level receive 180 minutes per week of instruction and 180 minutes of ELA, as per CR Part 154..

3. The classroom teacher along with the ELL teacher, work collaboratively and articulate goals for the ELL student in Math, Science and Social Studies. The ELL teacher integrates science and social studies content into the reading period by the use of vocabulary, and non fiction books and newspaper articles related to the curriculum. Based on the curriculum and performance standards, alignment of content area and curriculum is based on ESL instruction, with a focus on vocabulary, differentiated instruction and scaffolding.

4. To ensure that the students are evaluated appropriately in their home language, we use a translator to compose an internal assessment. Another method that is used is the LAB-R for the Spanish speaking student.

5. In order to differentiate instruction for the ELL student, the students are grouped within their subgroups. For example; the students that receive Intermediate instruction, will be grouped within the pull- out session according to their ability level. The activities will be differentiated according to the level of the students. Students will be able to move from on level to the next once skills are mastered. The ELL teacher will also provide tactile, viuals and differentiated instruments of technology to engage and enrich the studens. A strong use of vocabulary and scaffolding of activities are necessary. Differentiated instruction is provided for all ELL's. Sife students are provided visuals manipulatives, vocabulary development, graphic organizers as well as pictures to amplify their learning. They partake in the Saturday and after school programs. Newcomer students are provided with Leap Frog, Language Tutor, visuals, manipulatives and picture books on tapes with the primary focus on reading, writing, listening, and speaking. They partake in the Saturday and after school programs. The 4-6 year as well as the Long Term ELL's are provided more than mandated minutes, differentiated instruction, visuals, graphic organizers, and vocabulary development. They partake in the Saturday and after school programs.

6. The classroom teacher and the ELL teacher utilize the series "Trophies" by Harcourt, For the lower grades and Storytown by Harcourt for grades 4 and 5. The ELL teacher also uses leveled libraries for independent use. The Ell teacher also uses "Moving into English" to assist with addressing the content areas. Our school creates goals to ensure ELL-SWDs receive all services mandated on their IEPs. Differentiated instruction, visuals, vocabulary development and graphic organizers are utilized to amplify their learning.

In order to meet the needs of the restricted Ell student, the Ell teacher meets with the classroom teacher and develop a curriculum according to the Common Core State Standards. They collectively come up with strategies to implement and methods to differentiate instruction to meet the needs of the students.

7. Flexible programming is ensured for ELL-SWDs during the Saturday program, Art, lunch, library and assemblies. We provide ELL-SWDs with various programs such as the Saturday program and the After School Program to enable students to receive academic remediation in a General Education setting. Teachers develop goals for students and provide instruction to meet those goals.

Courses Taught in Languages Other than English ⓘ

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

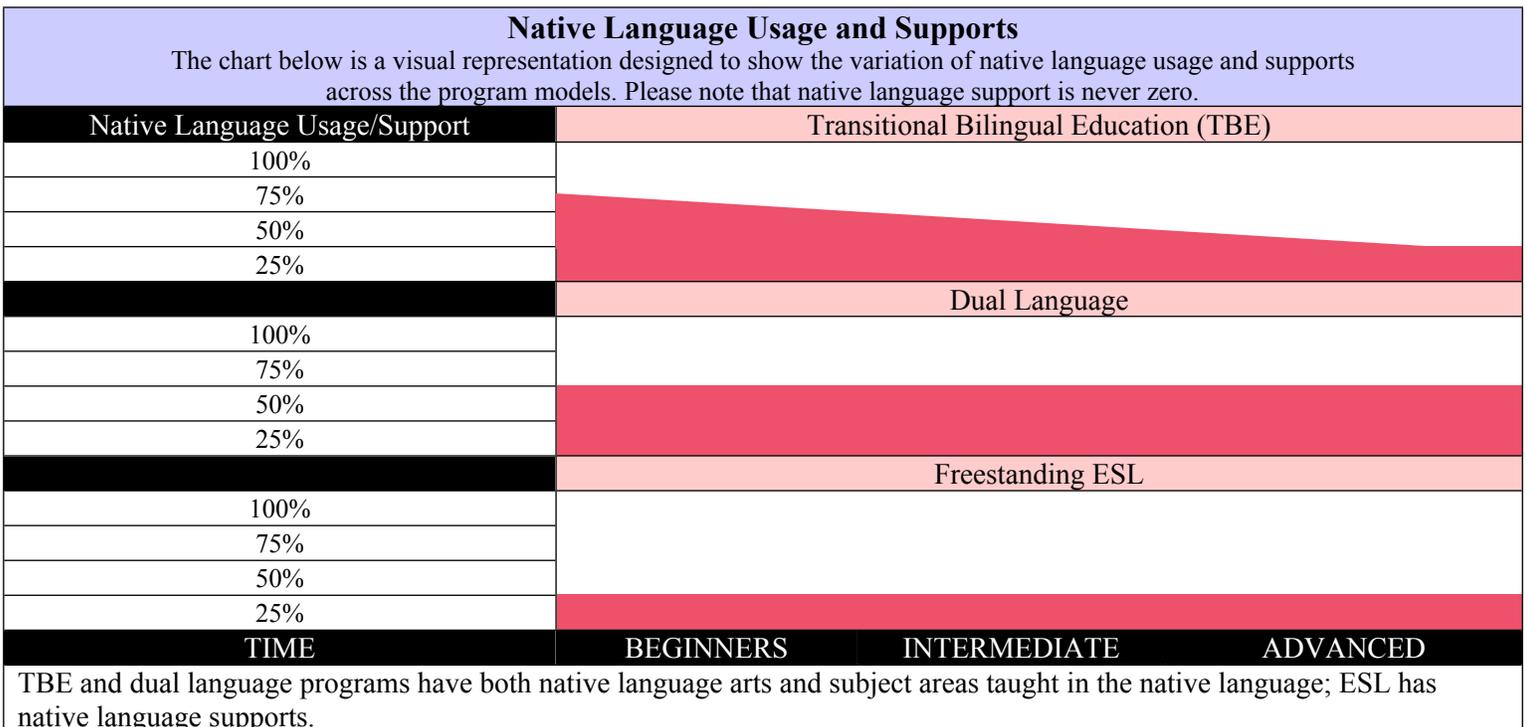
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

In order to provide services for our ELL students that need intervention, we proceed with the following: After reviewing the most recent data, we place students in subgroups Beginning, and or intermediate and we set goals, monitor and revise goals for each student. We provide additional instructional periods for these students during Saturday School 9:00am to 12:00 Our students are also involved in peer tutoring. Small group instruction is provided by the teacher.

(9) The ELL students are given the following support for transitional support. The ELL teacher ensures that for the next two years the students must receive additional time on the Examinations. The classroom teacher, the ELL teacher, ELL student, and sometimes the parents articulate and devise a step by step plan with targeted strategies that will support the student in moving to the next level with ease.

10 For the next school year the ELL Teacher, Classroom Teacher, Parents and Administrators will devise a plan that will include more time for "push In" Instruction for intervention. We will also provide the ELL students with a small Technology Program.

11. None of the ELL Programs were discontinued.

12. After analyzing the data, all ELL students are included in any After school Program, and Extended Day Program. There is also a Saturday Program that provides instruction for only the ELL students

13. The classroom and ESL teacher articulate and they both provide the students with the opportunity to utilize the computers during the ELL Period with programs that are geared to their needs. The Programs that are used are as follows: Star Fall, Leap Pad; Language Tutor Phonic Program and Harcourt Intervention. In addition, the technology teacher provides the students with an additional period per week. The Smartboard is also an exciting component in the class.

14. Students are provided support by reading folktales from their native country as well as other books. These students are given Bilingual Glossaries, and dictionaries in their native language. Paraprofessionals and other students who speak the language support the ESL students.

15. ELLs that are identified with speech, and language arts needs, are provided; SETTS, Counseling, Extended Day and small group instruction. ELLs receive Intervention services via Extended Day and Saturday Academy. They correspond to ELL's ages and grade levels.

16. The students are assessed and activities are created according to their individual needs.

17. There are no language electives offered in our school.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

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

Based on the school wide data, the assistant principals, paraprofessionals, ESL teacher, guidance counselor, special education teachers, parent coordinator and P.S.140s teachers will be provided instructional professional development for targeted instruction. This professional development will encompass the focus of differentiated instruction and strategies for the ELL and Special Services population. The rationale for focusing on teachers with the topic of differentiation and strategies for the ELL and Special services population is to support our best practice of mainstreaming all ESL students in all classes. Our network will provide Professional Development for teachers and that will provide as a model for the Reading and Writing workshops with the previously noted strategies. This Professional Development will take place during the common prep times of the teachers and will rotate over a period of time so all teachers will get the opportunity to attend. P.S.140's ESL instructor will attend all Professional Development opportunities offered by our selected Children's First Network and the New York city Department of Education Office of ELL support. Upon completing the workshops, staff in attendance will turn key all information to noted staff and administration to ensure alignment and procedural compliance. We will also pursue schoolwide support via the NYCDOE office of ELL support to address our ELL Population.

The teachers and the administration will also participate in study groups using instructional support reading materials by Mazarano. The primary goals of the staff study group will be to create additional professional learning communities and provide framework and guidance for the creation of Curriculum framework/ foundations, Goal setting (Teacher and Student), Identification of student needs and intervention strategies to support struggling ELL Students.

2. Transitional support for students reaching proficiency level on the NYSESLAT are given based on the classroom teacher's evaluations along with data that is obtained for internal assessments and Acuity assessments. The ELL Teacher also composes a letter that address the needs of the ELL students that describes the strength and weaknesses of the student. This letter also explains the processes and strategies that the students learn best by. The students are also given a set of dictionaries in both languages and a thesaurus.

3. We have held the mandated workshops and professional development for our staff and the documents are maintained in the teachers file.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. The Parent involvement piece at P.s. 140 is as follows; We have Implemented "EChalk -this system provides instructional support for parents, and students and provides parents with crucial information via our website. The website can also translate information in the students' native language. Each parent has been invited and encouraged to attend workshops provided by in house staff members that speak the majority home language indicated at P.S.140. Informative workshops are given for parents of ELL students in topics such as " Test Taking Tips"

: Highlighted difference between 2010 and 2011 New York State Examinations: Reading Together: Building Stamina at home, and many other workshops based on need. Prior to that, surveys were sent out to the parents to help target the needs of the parent population.

2. We have a partnership with the Jamaica Public Library to provide ESL to our parents.

3. A survey is given to the parents to evaluate their specific needs.

4. PTA meetings are held monthly. Parent workshops are held monthly and Parent/Teacher conferences are held quarterly. We utilize the New York City translation unit as well as the paraprofessionals in the building.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	2	1	1										4
Intermediate(I)	0	0	0	1	1	1								3
Advanced (A)	0	0	2	3	2	2								9
Total	0	2	3	5	3	3	0	0	0	0	0	0	0	16

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		2						4
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)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. In order to assess the students at P.S.140 q we utilize ECLAS, Teacher- Made assessments, Intenal assessments and the NYSESLAT. The data speaks to the fact that the student perfoming on the beginning level need help in the areas of Fluency , Phonemic Awareness , and Readinging and Oral Expression., The Intemediate needs strategic help with phonemic awareness, and establishing reading fluency and comprehension. The advanced level, would benefit from oral reading and comprehension.

2. In order to help assist thes students, the Ell Teacher and Clasrom Teacher will follow a Balance Literacy Approach to ensure that all the components are addressed every day. The students in the classroom wil receive tier one instruction from the teacher and tier two instruction from the Ell Provider

The implication is to focus on all four modalities wih the emphasis on Reading and Writing Instruction. We need to differentite and adjust Instruction according to the limitations of the students. The school purchased writer's notebooks to be utilized in the classroom as ESL journals for students to maintain their writing and vocabulary.

The school leaders utilize periodic asesments to differiate and strengthen instruction to ensure that the ELL Population is being provided with academic rigor that will enable them to meet the common core standards.

The School's leaders are looking at the fact that The Ell Popultion has different levels of vocabulary through the different modalities of communication. The student's listening vocabulary may be a different level than the student's speaking or written vocabulary.

One way in which we evaluate the success of our ELL Program is through the level of improvement on state examinations in both ELA, Math and the NYSESLAT. The progrm is also measured to be successful when there is an opportunity for students to be mainstreamed.

Additional Information

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

Paste additional information here

School Name: <u>140</u>		School DBN: <u>28</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Norment	Principal		1/1/01
Eartha Pruitt	Assistant Principal		12/8/11
Beverly Baptiste	Parent Coordinator		12/08/11
Judy Jacobs	ESL Teacher		12/8/11
Julia Arias	Parent		12/8/11
Dori Cohen	Teacher/Subject Area		12/08/11
Joan Palmentiere	Teacher/Subject Area		12/08/11
	Coach		12/8/11
	Coach		1/1/01
Rosemay Fabre	Guidance Counselor		12/8/11
Daniel Purus	Network Leader		2/8/11
Byanca Davie Davie	Other <u>SETTS</u>		12/8/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q140 **School Name:** The Edward K. Ellington School

Cluster: 208 **Network:** CFN

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.

During the enrollment process the ELL student is identified by the ESL teacher who holds a New York State ESL certification. The procedures consist of the following steps:

The Home Language Identification Survey is administered to identify the student's native language. The ESL teacher identifies and administers the LAB-R which is a test that establishes an English Proficiency Level to determine if the student is eligible for state mandated services. Once an ELL student is identified, the parents are contacted immediately to set up the orientation for the parent by the ESL teacher (by phone, letter, or in person). Both the ESL teacher, a bilingual para and parents view the video together in order to explain the 3 program choices and to discuss any questions that the parents might have. This takes place within 10 days of initial ELL identification. Once the English Language Learner student is identified, the parent of that student must attend an ELL orientation. During the orientation, a DVD is shown to the parent in their native language. The DVD explains the different choices that the parent has in selecting a program for their child. If the parent cannot attend the assigned orientation, they will be rescheduled for another orientation. However, if the parent cannot attend any meeting, there will be a telephone conference with the translator to provide the parents with their options. After the telephone conference, a translated letter is sent home and the student must return the letter to school signed. For additional communication needs the Translation Unit is called.

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.

During the Orientation process, parents who do not speak English are identified, a list of these parents is created, and the translation services are provided for them. The individual teachers and school secretaries are aware of who these parents are and then report cards and letters can be sent to the parents in their native language. The school maintains a current record of the primary language of each parent in ATS and on the students' emergency cards.

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.

Once an ELL student is identified, the parents are contacted immediately to set up the orientation for the parent by the ESL teacher (by phone, letter, or in person). Both the ESL teacher, a bilingual para and parents view the video together in order to explain the 3 program choices and to discuss any questions that the parents might have. This takes place within 10 days of initial ELL identification. Once the English Language Learner student is identified, the parent of that student must attend an ELL orientation. During the orientation, a DVD is shown to the parent in their native language. The DVD explains the different choices that the parent has in selecting a program for their child. If the parent cannot attend the assigned orientation, they will be rescheduled for another orientation. However, if the parent cannot attend any meeting, there will be a telephone conference with the translator to provide the parents with their options. After the telephone conference, a translated letter is sent home and the student must return the letter to school signed. For additional communication needs the Translation Unit is called.

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.

The school provides translated letters and report cards in student's native language. This is done by the in house bilingual paraprofessional and by the Translation Unit. Parents may choose an adult friend or relative for language interpretation services.

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>.

Parents are provided with a Bill of Parent Rights and Responsibilities in their primary language. The school office has a sign indicating the availability of interpretation services. Our safety plan ensures that parents are able to reach school's administrative offices despite language differences due to bilingual translators within the building.

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: The Edward K. Ellington School	DBN: 28Q140
Cluster Leader: 02	Network Leader: Dan Purus
This school is (check one): ✖conceptually consolidated (skip part E below) ●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): ●Before school ●After school ✖Saturday academy ●Other:
Total # of ELLs to be served: 17 Grades to be served by this program (check all that apply): ✖K ✖1 ✖2 ✖3 ✖4 ✖5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 30

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:

The ESL teachers pull out for ESL instruction as per state mandates. Beginners and Intermediates receive 360 minutes of ESL instruction per week while advanced students receive 160 minutes. ECLAS 2 is used to assess early literacy skills of ELLs. The ELL teacher uses Treasures intervention for ELLs during the ESL periods to align instruction with the classroom teachers instruction. Beginners receive intensive instruction in phonemic awareness and alphabetic principles. Intermediate students receive strategic help with phonemic awareness, fluency and comprehension. Instructional focus for advanced students focuses on oral reading and comprehension. Journaling is used to track student progress. This data is used to modify instruction so that each learner receives appropriate differentiated instruction. The ESL Pullout is heterogeneous and combines K-1; 2-3; 4-6. Targeted instruction is provided. Instruction is differentiated according to student need in reading writing, speaking and listening. The teacher uses manipulatives, vocabulary enrichment, graphic organizers, and ESL books, as well as nonlinguistic representations to accelerate learning. There is an ongoing communication between the classroom and ESL teacher as to the strengths and areas in need of improvement for each child. We are currently looking to expand our pull out program. This will be determined by student need.

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:

Based on the curriculum and common core standards, alignment of curriculum is based on ESL instruction, with a focus on vocabulary, differentiated instruction, and scaffolding. Differentiated instruction is provided for all ELLs. SIFE students are provided various visuals to enhance their reading, speaking, listening and writing needs. The ESL teacher provides more than the mandated minutes of instruction to ELLs. The ELLs are provided with AIS (37.5 minutes) professional periods and extended time. Long term ELLs participate in all activities with general population, with support from classroom teachers. ELLs with speech and language needs are provided services through the special education providers.

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:

Creating a safe, supportive and effective learning community for students and a welcoming 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;
- Sharing and communicating best practices for effective communication, collaboration, and partnering;
- Supporting parental involvement activities requested by parents;
- Ensuring that Title I funds allocated or parent involvement are utilized to implement activities as described in this compact;
- 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.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		