



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**SCHOOL NAME:** RONALD EDMONDS LEARNING CENTER

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 13K113

**PRINCIPAL:** DAWNIQUE DAUGHTRY      **EMAIL:** DDAUGHT@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** BARBARA FREEMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
DAWNIQUE DAUGHTRY	*Principal or Designee	
DARRYL ALLADICE	*UFT Chapter Leader or Designee	
NATALIE FONVILLE	*PA/PTA President or Designated Co-President	
GLENN CUMMINGS	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
LUIS FONG	Member/UFT	
ALEXANDRIA FICHERA	Member/UFT	
ARLENE JACOBS	Member/UFT	
GERRY GERMAN	Member/	
CHRISTINA CASELLA	Member/	
KHALFANI MOTHUDI	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.



**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
Teacher prep coverage and per session will be used for administrators to meet with teachers to discuss specific feedback and steps for instructional improvement. Professional development for teachers and instructional leads will be provided on the research-based rubric for evaluation and calibration process. Professional development will be provided to administrators on how to provide specific, timely and actionable feedback to teachers.



**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Per session and prep coverage will be provided for common planning time for grade level teacher teams to horizontally align the content specific rubrics to CCLS.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. "Teacher teams and individual teachers use assessments aligned to the curriculum and student performances on bundled CCLS tasks to make instructional decisions. The discussions are primarily in English Language Arts and mathematics, however, and this limited school wide focus hinders developing teacher pedagogy and student outcomes in other content areas." QR 11-12, page 6

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

  x   4.3 Comprehensive plans for teaching

\_\_\_\_\_ 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

***By June 2013, Science and Social Studies teachers in grades 6-8 will develop at least one rigorous Science and Social Studies unit of study aligned to the CCLS as evidenced by completion and implementation of comprehensive curriculum maps.***

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

**Strategy:** Science and Social Studies teachers will develop at least one unit of study to ensure they are rigorous and aligned to the CCLS.

Professional development consultant to increase teacher development in the designing of rigorous Science and Social curriculum maps aligned to CCLS, \$1900 a day x 19 days (See galaxy allocation -Title I Priority Focus funding)

Professional development to increase teacher development in Science and Social curriculum maps aligned to the CCLS, per diem 7 teachers x 6 days x \$167.60 (See galaxy allocation -Title I Priority Focus funding)

Professional development for teacher teams to increase teacher development in Science and Social curriculum maps aligned to the CCLS, teacher per session for 7 teachers x 1.5 hours x 3 days for 9 weeks x \$50.19 (See galaxy allocation -Title I Priority Focus funding)

**Activity:** Weekly teacher team/common planning meetings and per session will be provided for teachers to develop Science and Social Studies curriculum maps for rigor and alignment to the CCLS.

**Key Personnel:** Teacher teams and AUSSIE consultant will work with Science and Social Studies teachers in the development and alignment of the Science and Social Studies curriculum to ensure they are rigorous and aligned to the CCLS.

**Targets (Benchmark):** During each marking period student work around the CCLS-aligned units will be progress monitored using the rubrics and protocols established to ensure Science and Social Studies curriculum is rigorous and aligned to the CCLS.

**Timeline:** By June 2013, Science and Social Studies teachers will administer 2 common core performance tasks in each subject.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
Per session and /or PD will be provided for Social Studies and Science teachers so that they may revise and align their curriculum to ensure they are rigorous and aligned to the CCLS. Curriculum maps will be revised to contain scaffolding strategies to meet the needs of ELL's and SWD as well.



**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Per session will be provided for inquiry teams to track behavioral trends and student performance. Inquiry teams will develop intervention strategies for addressing students in crisis and put in place preventative behavioral strategies in order to decrease behavioral incidents and suspensions and increase student performance.



**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
Per session will be used for teachers to provide parents with hands on training and support with logging in and navigation of the ARIS systems.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Kaplan test prep Foundations Book. NY READY AND I READY	Pull-Out/Push-In during regular instruction, small group instruction during 37.5 minutes (Monday-Wednesday) afterschool Monday and Wednesday	During the school day, Saturdays (2x per month) and afterschool - 2X per week for 90 minutes each day.
Mathematics	Kaplan test prep, Foundations Book. NY READY AND I READY	Pull-Out/Push-In during regular instruction, small group instruction during 37.5 minutes (Monday-Wednesday) afterschool Monday and Wednesday	During the school day, Saturdays (2x per month) and afterschool - 2X per week for 90 minutes each day)
Science	An interdisciplinary approach with the help of the FOSS Kits, which will involve project-based learning activities, and will employ pedagogical techniques such as the Workshop Model, Accountable Talk, and Writing. Use of Science Times	Pull-Out/Push-In during regular instruction, small group instruction during 37.5 minutes (Monday-Wednesday)	During the school day,
Social Studies	Through the use of project-based activities, students will learn to gather, sort, and present information. Social studies content knowledge will also be developed through content area reading during literacy periods. Use of Junior Scholastic	Pull-Out/Push-In during regular instruction, small group instruction during 37.5 minutes (Monday-Wednesday)	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counseling, Psychologist and Social Worker	Confidential individual and group counseling with the goal of maximizing students' abilities to benefit from their educational experience. A one-to-one meeting with a counselor will provide students with an opportunity to explore ideas, feelings and their behavior. In small group counseling the social worker will work with two or more students together. Group size may range from two to five. Group discussions may be relatively unstructured or may be based on structured learning activities in which all members have an opportunity to learn from each other during the sessions. Services will be provided to meet individual students' needs, as well as to provide crisis intervention, support groups, prevention, education, and consultation to both staff and parents.	During the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**  
**FOR 13K113**

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;

**13K113 Parent Involvement Policy**

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 1<sup>st</sup> 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**  
**13K113 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 1<sup>st</sup> 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 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Corrine Rello Anselmi/N110</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>113</b>
School Name <b>Ronald Edmonds</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Dawnique Daughtry-Pemberton</b>	Assistant Principal <b>Jeanne Morgan-Nagle</b>
Coach <b>Dia Bryant (Math)</b>	Coach <b>Mitchell Sarrazin-Greggs (ELA)</b>
ESL Teacher	Guidance Counselor <b>Leslie Krevsky</b>
Teacher/Subject Area <b>Marie Achille (Social Studies)</b>	Parent <b>Danielle Singleton</b>
Teacher/Subject Area <b>Vernette Anderson (Science)</b>	Parent Coordinator <b>Eric Figueroa</b>
Related Service Provider <b>Susana Zaurova (Speech)</b>	Other <b>type here</b>
Network Leader <b>Nichelle Manning-Andrews</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>893</b>	Total Number of ELLs	<b>28</b>	ELLs as share of total student population (%)	<b>3.14%</b>
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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. 

1. As the majority of our students come to us via elementary school, they have already been identified. However, for new admits we have them complete a Home Language Home Language Identification Survey (HLIS). This survey lets us know what language is used in the home. If the HLIS indicates that a child uses a language other than English, s/he is administered an English proficiency test called the Language Assessment Battery Revised (LAB-R). Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, s/he will also take a Spanish LAB to determine language dominance.) M.S. 113 has pedagogues who speak Spanish, French, Haitian Creole and Bengali.

These assessments as well as the informal oral interview in both English will be administered (as necessary) by the ESL teacher, parent coordinator, guidance counselor, and/or testing coordinator. The native language oral interview will be administered by teachers who speak the native language or if no one in the school speaks the language, a request will be made for someone from the Office of Translation Services to assist. One of the above mentioned members of staff will also be responsible for notifying the parents of a child's eligibility for ELL instructional programs. The school programmer and/or guidance counselor is responsible for placing the students in an appropriate class to receive English language services.

The NYSESLAT exam is administered yearly by the ESL teacher and if that person is unavailable, by the testing coordinator and/or the supervising Assistant Principal.

2. The parent coordinator, in conjunction with the ESL instructor, holds orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, materials are distributed about ELL programs, in the family's home language, and families may ask questions about ELL services (with assistance from a translator). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child. Orientations will be offered twice a year - in November and February, during Open School Week. One-on-one meetings are also available as necessary.

The parent coordinator and guidance counselor will notify families in the two weeks preceding Open School Week via text messaging, phone calls, email, flyers, postings on the school website, and reminders on the monthly school calendar.

3. In September of each school year, NYSESLAT scores will be reviewed to determine which students are entitled to continue receiving services. Entitlement letters, Parent Survey and Program Selection forms will be distributed and collected by the parent coordinator. As our numbers are still relatively small (28 students), the parent coordinator can easily follow-up on no-returns with a phone call or home visit.

4. Presently, we do not offer a Transitional Bilingual Education program or a Dual Language Program, therefore all eligible, entitled

students are placed in a freestanding ESL program. Assistance in locating schools with TBE or a Dual Language program will be sought through our network if a parent desires such a program.

5. Parents appear to be satisfied with our freestanding ESL program (23 in 2010-2011). As has occurred from time to time, a student will be placed in our school with a Bilingual Alternate Placement Paraprofessional, when the home language is a low-incidence language spoken in our school (e.g. Bengala).

6. Yes

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							7	9	12					28
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	7	9	12	0	0	0	0	28

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	10
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	7

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. [i](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9	1	3	12	0	3	7	0	2	28
Total	9	1	3	12	0	3	7	0	2	28

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	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: \_\_\_\_\_

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							4	6	8					18
Chinese														0
Russian														0
Bengali							2	2	2					6
Urdu														0
Arabic														0
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	2					3
<b>TOTAL</b>	0	0	0	0	0	0	7	9	12	0	0	0	0	28

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1a. We currently do not have an ESL instructor. We have been using a pull-out approach. Due to the arts focus of our school, students are placed according to their arts focus and the core contents are departmentalized. With so many parts to consider, it has been challenging to employ a departmentalized, push-in or self-contained format. However, this year we have attempted to group students within both their arts focus and related service requirements to allow for a push-in model of instruction.

1b. Our students travel as a heterogeneous block for their core content. ESL instruction will be conducted in an ungraded heterogeneous push-in format as much as possible. The pull-out format will be used only as necessary, as it best allows us to ensure that the mandated number of instructional minutes are provided.

2. As mentioned in the previous statement, grouping students by proficiency level, regardless of grade, ensures the delivery of the mandated number of instructional minutes. a) Beginning and intermediate students received 360 minutes per week, and advanced students receive 180 minutes per week. This is also cost effective in that we only require a teacher two full days per week. (Tues and Thurs, ideally). If three days are needed, then Monday, Wednesday, and Friday.

3. All instruction is delivered in English. The ESL instructor meets with the core content teachers during his/her preps or communicates via email in order to support the core curriculum instruction that ELLs are being pulled-out of. Various instructional approaches and methods are used based on the goal of each lesson, the students' ages and ability levels, such as: direct teaching, cooperative learning, lecture, lecture with discussion, panel of experts, brainstorming, video/slides, small group discussion, case studies, worksheet/surveys, guest speakers, and values clarification.

4. The nine practices listed below have been found to be effective features of successful ESL programs. We will implement them all of them at varying levels of focus with each of the listed subgroups.

- integrate instruction in reading, writing, listening, and speaking across the curriculum,
- teach the components and processes of reading and writing to students who do not read in any language,
- teach reading comprehension strategies,
- focus on vocabulary development,
- build and activate background knowledge,
- teach language through content and themes (i.e., create relevance),
- use native language strategically in explaining difficult concepts,

## A. Programming and Scheduling Information

- use technology appropriately with other teaching techniques, and
- motivate ELLs by offering choice of reading materials and reading and writing projects.

- a. Instructional plan for SIFE: While we do not presently have SIFE, we would consider using the 37.5 extended day minutes to provide combination of literacy, native language, ESL, math and science instruction to them. We have Achieve 3000, a computer-based reading academic intervention program. Many of our special educators are trained in Wilson Foundations, which will also boost language acquisition. To assist SIFE with adjusting to the school and NewYork City, our guidance counselors (2) and social worker would meet with students to discuss issues they face and teach them life skills such as how to handle money and what to do if they get lost.
- b. Plan for ELLs with less than three years: Students can be expected to attain proficiency in Basic Interpersonal Communication Skills (BICS) within 1-3 years of instruction. In addition to the computer-based academic intervention of Achieve 3000, targeted writing programs, such as TCWP would be employed to prepare students for the NYS ELA exam. Use of glossaries and enrollment in our Saturday Test Prep program for additional strategy instruction would be encouraged.
- c. Plan for ELLs receiving service 4 to 6 years: Students can be expected to attain Cognitive Academic Language Proficiency (CALP) within 5-7 years of instruction. They would continue to be seen by the ESL teacher for the mandated number of minutes as per CR 154, however, they might also receive additional support from other other intervention specialists in the building such as the SETSS (special education teacher support services) instructor or a Speech/Language teacher.
- d. Plan for Long-Term ELLs (completed 6 years): Continue language support to make both gains in language and content learning. These language supports may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffolded writing activities. Some students are not strong language learners and may continually need language support to access content. Like academic content, academic language increases in complexity from grade level to grade level so ELLs are chasing a moving language target. Students who stay at the same English proficiency level from year to year may look like they are not making progress in academic English, but to stay at the same proficiency level at a higher grade level requires more English knowledge.
- e. ELLs with Special Needs: The nine practices listed above would be implemented with some of the following differentiated strategies: learning stations, jigsaw groups, Gardner's multiple intelligences, brainstorming, tiered assignments, think-pair-share.

### 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:

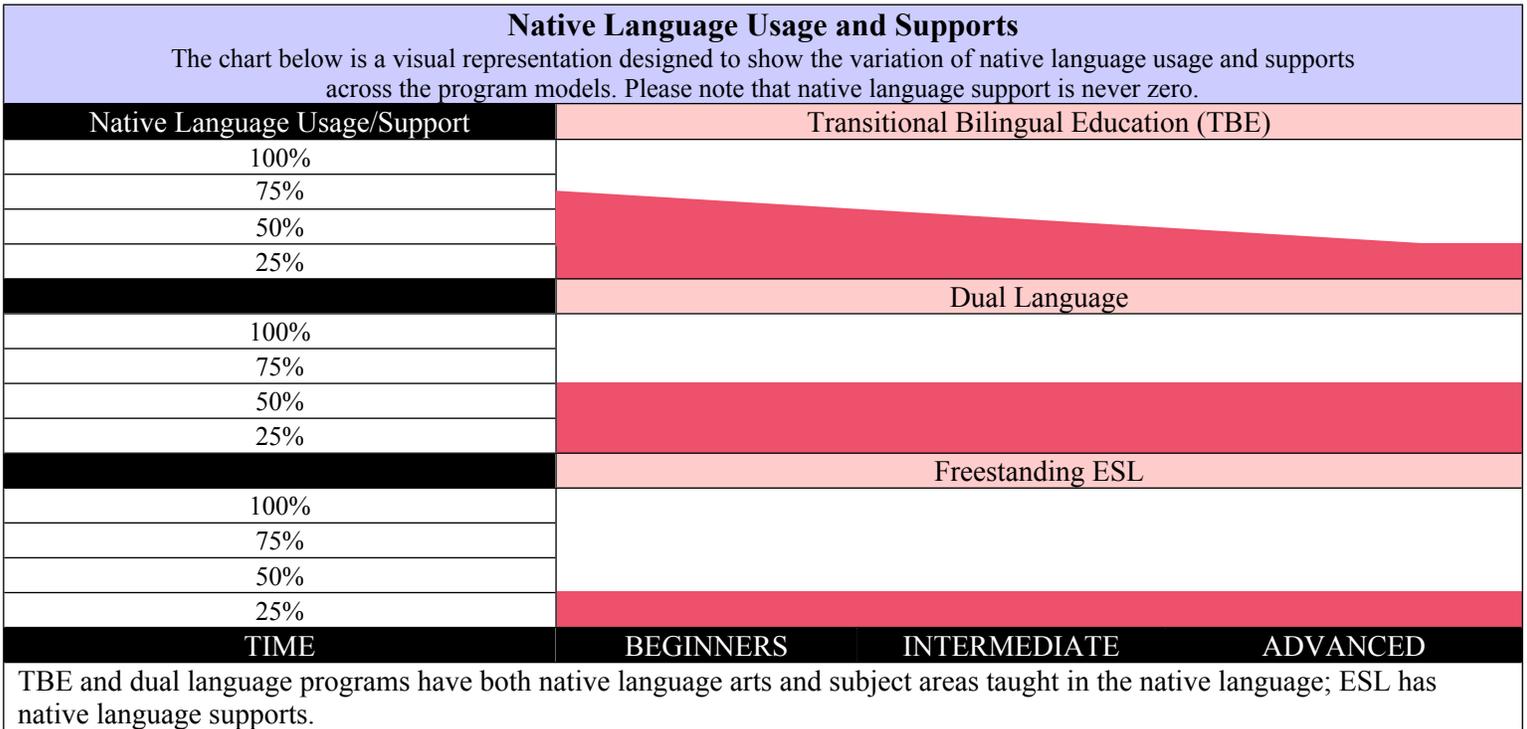
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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?

5. All ELL subgroups have the use of Wilson trained staff available to them. Instructional is usually in English, but staff members will translate when necessary.

6. Students who have reached proficiency on the NYSESLAT can continue to receive testing modifications via the academic 504 if it is necessary. They too, can continue to receive additional, supplemental support instruction via the extended day program (37.5 minutes) four days a week and our Saturday Test Prep program which provides specific test taking strategies to students in grades 6 - 8 every other Saturday in ELA and Math (one hour each).

7. Kaplan is used for reading and math intervention during 37.5 minutes.

8. Achieve 3000 has been discontinued.

9. There is Long Island University's Advantage Program which provides homework assistance followed by recreational activities. All students are invited to participate. Our Robotics and Saturday Test Prep programs are also available to all students who wish to participate. They are notified via flyers, parent orientation, monthly calendar and school website notifications. Announcements are also made by the homeroom teachers and occasionally over the school public address system.

10. Classroom libraries (content specific), smartboards, mimeos, laptop carts for research or the aforementioned intervention programs, N-computers (6 computers networked to one CPU), web-based instruction.

11. All instruction is delivered in English. Where necessary, many teachers speak Spanish, which is the largest ELL language group. There is a teacher and a paraprofessional who speak Bengali and a few teachers and paras who speak French. Students are also given access to glossaries and dictionaries.

12. Yes, we have a wide selection of high-interest, low-level readers that are appropriate for middle school aged students.

13. Intensive English language instruction will be offered to newly enrolled students during the first four Saturdays of September. Students and parents involved in this program receive an orientation about the city's ESL program expectations, assistance in completing school forms, and ESL instruction for the students.

14. We currently do not offer a language elective.

### 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)?

N/A

#### **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.

1. Topics of professional development for the 2011-2012 school year will focus on:

- Differentiated Instruction in Content Areas
- Scaffolding instruction for English Language Learners
- Process Writing and Reading Instruction for English Learners
- Integrating Language Instruction and Content Area Learning
- Other topics as yet TBD

We also have weekly common planning in each content area.

2. Support is offered in the form of external professional development. (See #1)

3. The ESL teacher provides trainings during common planning periods/grade conferences in order to comply with Jose P. regulation. The total number of students at MS. 113 is 900. Of the 900 students, 139 students have IEPs. Of the 139 students with IEPs, 10 are ELLs. Currently, 15% of our total student population have IEPs, only 7% of ELLs have IEPs. Our efforts to conduct workshops in relation to Jose P., are geared for all staff members so that there is a common understanding of guidelines in content includes information on procedures of the Lab-R and NYSESLAT and familiarizing teachers with the content of these tests. ESL mandated hours and students' test scores are also discussed and explained to classroom teachers. They are also provided with instructional visual materials (e.g., graphic organizers).

Additional workshops on various topics such as culture, policy, and immigration are available and provided through the Office of English Language Learners (OELL).

#### **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?

1. There are monthly PTA and School Leadership Team (SLT) meetings. The parent coordinator along with the guidance counselor provides workshops on the High School selection/application process. There will be workshops targeted to the parents of students with special needs and also in the Math and ELA content areas (e.g. family math night/ math bingo)

2. N/A

3. The PTA puts out a yearly survey/questionnaire to determine the parents' needs as they do shift from year to year.

4. In years where the need is greater, there may be more meetings/workshops around testing or high school articulation.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	2	2					5
Intermediate(I)							1	2	4					7
Advanced (A)							5	6	5					16
Total	0	0	0	0	0	0	7	10	11	0	0	0	0	28

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4					0
5					0
6	2	4	0	0	6
7	5	3	0	0	8
8	4	6	0	0	10
NYSAA Bilingual Spe Ed				4	4

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		3		2		0		6
7	1		3		3		0		7
8	2		7		1		0		10
NYSAA Bilingual Spe Ed							4		4

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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- 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.

1. We use the previous year's NYSESLAT, NYS ELA, and NYS Math Scores. The data is consistent when compared with the NYSESLAT in that reading and writing are the weaker areas for our ELLs. They do better on the NYS Math exam possibly due to the ability to take the test in their native language and the fact that they're working with numbers.

- Speaking and listening skills are stronger than reading and writing.
- The ESL teacher will spend more time on reading and writing, and increasing vocabulary.
- a) students perform better when they have the ability to see the test in their native language.  
b) N/A  
c) N/A

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Ronald Edmonds Learning Center

**School DBN:** 13K113

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawnique Daughtry	Principal		12/1/11
Jeanne Nagle	Assistant Principal		12/1/11
Eric Figueroa	Parent Coordinator		12/1/01
TBA	ESL Teacher		12/1/11
Danielle Singleton	Parent		12/1/11
Marie Achille/Soc Studies	Teacher/Subject Area		12/1/11
Vernette Anderson/Science	Teacher/Subject Area		12/1/11
Dia Bryant (Math)	Coach		12/1/11
Mitchell Greggs (ELA)	Coach		12/1/11
Leslie Krevsky	Guidance Counselor		12/1/11
Nichelle Manning-Andrews	Network Leader		12/1/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 13K113      **School Name:** Ronald Edmonds Learning Center

**Cluster:** \_\_\_\_\_      **Network:** CFN #110

**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**

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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.

The majority of our non-English speaking parents speak Spanish. The other languages spoken include Bengali and French. With a current ELL population of 28 students, targeted communications are provided to those specific families in their spoken language. However, we have found that many families will bring an English speaking family member (not the minor student). The need for written translation and oral interpretation is determined from asking the child and parents for their preferred language of communication. It is also determined from the Home Language Survey information which can be found in ATS.

There is a sign at the front desk in many languages, which prompts parents to request a translator, if necessary.

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.

We have not had a need for written translation. However we know that the DOE translation unit is available to us when necessary. Within our school community, five adults speak Spanish, three speak French, and one speaks Bengali. As a result, our oral interpretation needs are covered.

## Part B: Strategies and Activities

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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.

Again, written translation services have not been largely necessary. However, should the need arise, the aforementioned staff members can and will provide the needed translations.

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.

When meeting a family for the first time, sometimes they will request oral translation. If we notice that they are hesitant or appear to have difficulty communicating in English, we will ask if they would like a translator. At this time, all of our oral translation needs are handled in-house.

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>.

Any documentation that is available from the DOE in other languages, is printed and targeted directly to the limited english-speaking families. Otherwise, the majority of school communications are in English and are translated by another family member who speaks English.

