



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EL HAJJ MALIK EL SHABAZZ SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K262

PRINCIPAL: JOELETHA FERGUSON

EMAIL: JFERGUS@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

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
Joeletha Ferguson	*Principal or Designee	
Deborah Greene	*UFT Chapter Leader or Designee	
Katherine Summers	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Desiree Barter	Member/Staff - CSA	
Carol Gibson	Member/Staff	
Vera Scott	Member/Staff	
Yolanda Holliday	Member/Parent	
Ms. Gibson	Member/Parent	
Mamie Orr	Member/Parent	
Cecilia Trotman	Member/Parent	

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By the end of the first semester of the school year, 100% of the teachers will have participated in targeted Professional Development on-site and off-site to improve teacher effectiveness. This will be evidenced through formal and in-formal observations, student achievement, data, and student progress on NYS assessments.

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.

Forty Percent (40%) of the staff are new teachers (having 0-5 years of service), in addition, the CCLS are new to all teachers (experienced and newly hired).

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) 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.

To provide targeted professional development activities designed to improve teacher's strengths in reaching all students as they work toward meeting the Common Core Learning Standards (CCLS). A needs assessment survey will be implemented to assess teachers' effectiveness relative to the CCLS and content knowledge. Professional Development sessions are aligned with the school's needs relative to the school's Progress Report, Learning Environment Survey, and student progress/achievement. On-site Coaches and Instructional Lead Teachers will facilitate professional development weekly across the grades with an emphasis on Backwards Design. Teachers will be involved in Professional Development sessions throughout the school year (until June 2013), all in an effort to improve teacher effectiveness.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We will have professional development workshop sessions facilitated by the on-site coaches and instructional lead teachers monthly. Topics will range from Literacy, Math, CCLS, and grade level information for student achievement.

Budget and resources alignment

- Indicate your school's Title I status: **X** 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 **X** Title I **X** Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

Students and Teachers have to engage in Service Learning Projects quarterly. Students have to complete these projects with the assistance of teachers and community agencies. The Guidance Counselors will work closely with the Parent Coordinator to plan activities for students and families in Temporary housing, and who are in relationship/cooperation with Social Service Agencies. Violence Prevention, Anti Bullying/Cyber bullying, Drug Free, and Civic assemblies will take place on an as needed basis (factors that impede on student achievement). Children First Network intervention and professional development sessions will be provided to teachers. Mentor-teacher relationships/inter-visitations within and outside of the school building.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, all teacher teams will utilize the collaborative teacher team inquiry model for the development of performance based assessments aligned to the CCLS as evidenced by student work, learning tasks, students' goals, and student achievement.

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.

Teams comprised of teachers, Guidance Counselors, and service providers need to meet to discuss data trends and student inquiry. This is crucial to determining students' strengths and weaknesses. This is based on the CCLS and performance based assessments students have to complete.

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) 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.

In September 2012, teams will plan and organize for team work. From October 2012 – June 2013, teams will attend professional development sessions within and outside of the school building. Teachers will be guided to set norms for group productivity and implement team goals. Teachers will be provided with common planning time and weekly inquiry time. As part of professional development, teachers will visit schools with established teams. They will verbally report during Faculty Conferences. Professional books of team's choosing will be provided for team members. Administrators will model professional discourse, engage teacher teams as they examine student work and data, define instructional strategy and set goals for implementation. Student progress will be monitored with common assessments. Teachers will revise and repeat the inquiry cycle. Teachers will work on developing personalized learning plans and setting and monitoring both interim and long term goals for individual students. Teachers will continue to set professional learning goals to improve teacher practice. Through the collaborative inquiry cycle process. Teachers will continue to develop skills in organizing and analyzing data effectively to facilitate teaching and learning using formative and summative assessments.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We will have professional development workshop sessions facilitated by the on-site coaches and instructional lead teachers monthly. Topics will

range from Literacy, Math, CCLS, and grade level information for student achievement.

Budget and resources 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 X Title I X Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

Students and Teachers have to engage in Service Learning Projects quarterly. Students have to complete these projects with the assistance of teachers and community agencies. The Guidance Counselors will work closely with the Parent Coordinator to plan activities for students and families in Temporary housing, and who are in relationship/cooperation with Social Service Agencies. Teachers will meet weekly to discuss data inquiry around student work, assessments, achievement, lesson planning, and teaching.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Between September 2012 and May 2013, students will be engaged in a minimum of two (2) literacy tasks aligned to strategically selected CCLS. These tasks will be embedded in CCLS aligned curriculum and be appropriately challenging for all learners, including students in ELA, Social Studies, and/or Science.

Comprehensive needs assessment

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

The CCLS and performance based assessments students have to complete.

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) 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.

To provide a rigorous curriculum and tasks for all students, including students in all sub-groups and Students with Disabilities (SWD) and English Language Learners (ELL's). Goals and objectives will be incorporated monitored and revised throughout the year. We will continue to focus on:

- 1. Deepening a shared understanding of Danielson's Framework for Teaching;*
- 2. Data driven instruction aligned to the CCLS;*
- 3. Challenging and raising the academic profile of the school's high achieving students;*
- 4. Identify aspects of teacher practice that could help address student gaps in knowledge;*
- 5. Tracking and monitoring student progress;*
- 6. Embedding technology to support literacy;*
- 7. Using the Reading Tracker to track student progress in Reading in Grades K-8;*
- 8. Using the NYSELAT results and the ELL Interim Assessments to inform instruction and monitor student progress in all four modalities of English.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be invited to monthly workshops on ELL and the Special Education Reform. Translation Services will be provided as necessary.

Budget and resources 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 X Title I X Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

Students and Teachers have to engage in Service Learning Projects quarterly. Students have to complete these projects with the assistance of teachers and community agencies. The Guidance Counselors will work closely with the Parent Coordinator to plan activities for students and families in Temporary housing, and who are in relationship/cooperation with Social Service Agencies. Teachers will meet weekly to discuss data inquiry around student work, assessments, achievement, lesson planning, and teaching. Workshops/Parent Meetings will take place to inform parents of ELL's of new mandates as they relate to student achievement. Translation services will be available. We utilize The Big Word translation services for students in need of translation services during testing. On-site personnel provide translation as well.

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) key personnel 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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

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	<i>Interventions in ELA is provided during our Early Morning Instructional Program; during our school wide AIS periods; and during small group instruction within class instructional time. Students are taught intervention strategies in ELA. During school wide AIS instruction, enrichment specialists provide small group instruction to students.</i>	<i>Students receive intervention services through small group instruction.</i>	<i>Services are provided within the instructional school day</i>
Mathematics	<i>Buckle Down Math is used during school, the After School and Saturday Academy sessions. Intervention is provided during our Early Morning Instruction program and during our school wide AIS instruction.</i>	<i>Students receive intervention services through small group instruction.</i>	<i>Services are provided within the instructional school day</i>
Science	<i>The Harcourt Core Science</i>	<i>Students receive intervention</i>	<i>Students receive intervention</i>

	<i>program is used as students are instructed in the Life, Earth Science, and Physical Sciences. During the Science instructional periods, students explore the Scientific Method where investigation, experimentation, and interpretations facilitate conclusions and further inquiries. We also have Enrichment Science Specialists to provide additional hands-on instruction.</i>	<i>services through small group instruction.</i>	<i>services through small group instruction.</i>
Social Studies	<i>The Harcourt Social Studies program is used for students providing students instruction to develop critical thinking and research skills. We have a Social Studies teacher in the Middle School to provide in class instruction to students.</i>	<i>Students receive intervention services through small group instruction.</i>	<i>Services are provided within the instructional school day</i>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<i>Counseling is provided by the Guidance Counselors, School Psychologist, and Social Worker (Team). Additionally, the Team holds weekly conferences with teachers to develop appropriate goals and services for students. Peer</i>	<i>Team meets daily/weekly with students as needed and according to the IEP's. Students will be referred to outside agencies as necessary.</i>	<i>Services are provided within the instructional school day</i>

	<i>Mediation, weekly Pupil Personnel Committee meetings, and Parent Workshops are also incorporated to provide intervention services to at-risk students.</i>		
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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.

Teachers will be invited to participate in Professional Development sessions in-house and outside of the school building. Teachers are also paired with in-house mentors who meet weekly to ensure quality support and engagement. Teachers will also have the opportunity inter-visit classes within the school building. Whenever necessary, teachers will visit schools outside of the school building for professional development.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

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 Christopher Groll	District 16	Borough Brooklyn	School Number 262
School Name El Hazz Malik El Shabazz School			

B. Language Allocation Policy Team Composition

Principal Joeletha Ferguson	Assistant Principal Desiree Barter
Coach Cheray Hamilton	Coach type here
ESL Teacher Iris Torres	Guidance Counselor Carol Gibson-Wilson
Teacher/Subject Area Nola Spence/Math	Parent Katherine Summers
Teacher/Subject Area type here	Parent Coordinator Isabelle Garner
Related Service Provider Aliza Patton/Social Worker	Other type here
Network Leader Renardo Wright	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	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	1	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	440	Total Number of ELLs	11	ELLs as share of total student population (%)	2.50%
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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. [🕒](#)

1a. When parents come to register their children at our school they are given a Home Language Survey (HLIS) to complete indicating the language that is spoken at home. Translated versions of the Home Language Surveys in 9 different languages are available and provided to parents who need them. Since most of our ELLs are spanish speakers the ESL teacher fluent in Spanish conducts the informal oral interview with the spanish speaking parents. For other low incidence languages the interview is done using an interpreter from the Translation and interpretation unit.

Spanish speaking students who are tested with the LAB-R and are entitled to receive services are also given the Spanish LAB to determine native language proficiency.

1b. Our Spanish bilingual ESL teacher Iris Torres revises all the Home Language Surveys completed by parents to make sure that all questions were answered, the surveys were signed, and conducts the informal interview. The teacher determines if a new entrant student into the school system is eligible to be tested to determine entitlement to receive Bilingual/ESL services by looking at the responses given by parents and following the criteria to determine eligibility.

1c. All students receiving ESL services take the NYSESLAT test in the Spring to determine the level of English proficiency, entitlement to continue receiving services, and exiting the program. Iris torres the ESL teacher generates the NYSESLAT Eligibility report on ATS (RLER) to ensure that all students that are receiving services and are eligible to take the NYSESLAT are administered the test.

Students are grouped to be tested in grades bands K-1, 2-4, 5-6, 7-8. The components of the test are scheduled to be administered in three consecutive days listening, speaking, reading, and writing. The speaking component is administered individually to each student during the testing period time frame.

2. Once students are identified to be tested with the LAB-R test, they are tested within ten days of enrollment in the school. Entitlement letters, parent's brochures, and program selection forms along with an invitation to attend a Parent Orientation at the school are sent to parents of those students who score at or below the cut off scores for proficiency in the LAB-R and are entitled to receive services for ELLS.

During Parent orientation meetings for newly arrived English Language Learners parents are provided with oral and written information in their native languages about the programs for English Language Learners offered in New York City by the Department of Education, and the program available in the school and other schools within the district or nearby districts. If a parent chooses a TBE/DL program on the program selection form as his/her number one option the ESL teacher would contact the school network for assistance in finding a district and school within this district that offers the program. As soon as the information is available the ESL teacher will contact the parent to come to the school to obtain the information and discuss the preference of transferring the student or not.

3. Entitlement letters, parent survey and ,program selection forms and a parent guide are sent home as soon as it is determined the entitlement of the students to receive services. The ESL teacher also contact parents by telephone to ensure that the letters were

received and to confirm that the parents will attend the scheduled orientations. The ESL teacher makes every effort to accommodate parents that resquest a more convenient time to attend an orientation. During the orientation meetings after viewing the video and reviewing written information parents have the opportunity to ask questions before they complete the Program Selection Forms and decide which program they think will be the best one for their children. Copies of entitlement letters and original completed parent surveys and program selection forms are placed on the students files kept by the ESL teacher in her classroom. The ESL teacher also maintains a program file where copies of the letters and parent survey and program selection forms are stored.

4. Our ESL teacher makes every effort to ensure that parents receive the information, attend the orientation meetings, and returned and/or complete the Program Selection Forms within 10 days of the child's enrollment. Parents are informed in their native language that as soon as the parent survey and program selection forms are received the students will be placed in the program of their choice if available in the school and that they will receive a placement letter. Originals placement letters are sent home to the parents and a copy is placed in the students files and the ESL teacher file.

5. After reviewing the Parent Surveys and Program selection Forms for the past three years the parents of 3 newly arrived ELLs who attended our parents orientation meetings chose the English as a Second Language program available at the school as the program of their choice. The trends in parents choices are usually the ESL program as #1 choice, TBE as #2, and Dual Language as #3. Since we don't have a large ELL population in our school and within the district the ESL program continues to be the only program that can be offered in the school.

Parents of English Language Learners in the ESL program for more than one year also have the opportunity to ask questions or request information about the different programs during parent meetings hosted by the ESL teacher throughout the school year before they decide what continuation of services program they would like for their children for the current or next school year.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Self-Contained														0
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	2	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	9		1	2						11
Total	9	0	1	2	0	0	0	0	0	11

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

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

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	2	2	1	1			1	1						8
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian														0
French						1								1

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	2	2	1	1	0	1	2	2	0	0	0	0	0	11

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?

1a. Our ESL program consists of a pull-out model for all the grades. Students are grouped according to age, grade, and when the need arises by level of language proficiency.

1b. For the school year 2011-2012 a total of eleven English Language Learners are receiving English as a Second Language instruction. We have students in the beginning, intermediate, and advanced levels of language proficiency and the program model implemented is Heterogeneous (mixed proficiency levels).

2a. Students are scheduled to receive the mandated minutes of ESL instruction weekly as per CR Part 154, 360 minutes for students in the beginning and intermediate levels of language proficiency, and 180 minutes for the students at the advanced level.

2b. All ELLs receive the required 180 minutes of ELA instruction weekly.

3. ESL instruction follows a multidisciplinary thematic approach where the literacy instruction in English is integrated into social studies, math and science. To make content comprehensible and enrich language development the ESL teacher make use of instructional strategies

A. Programming and Scheduling Information

to develop cognitive academic skills and content concepts and vocabulary (e.g. presenting information graphically, classifying, comparing and contrasting)

4. Students who are literate in their native languages are evaluated in the native language by providing them with available translation versions of tests. When translation versions are not available oral translation is provided by a staff member that might be fluent in the language or the translation and Interpretation unit is contacted for assistance in finding or hiring a translator.
English Language Learners who are literate in their native languages also receive native language support by providing them with bilingual dictionaries, and available glossaries in content areas.

5a. There are no students with interrupted Formal Education (SIFE) enrolled at the present time in our school. However, our plan for SIFE students is to provide them with literacy and content areas instruction to help them acquired the skills they need to be on grade level. Instruction will be differentiated in small groups providing also intruction in the Spanish native language by our blingual Spanish ESL teacher.

5b. Our planfor newcomers is to provide them with ESL instruction geared to develop their Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Skills (CALP), differentiated small group instruction in the regular classroom using scaffolding strategies for ELLS, the use of language software, AIS services, and other school programs. ESL instruction will also be differentiated within the groups with activities to increase English proficiency and develop the academic skills they need to do well in the regular classroom.

5c,d. Our plan for ELLS receiving service for 4 to 6 years and long term ELLS is to provide them with interventions that will help them to continue developing and sharpening the skills in reading and writing which are the NYSESLAT components where they continue scoring advanced in the test and prevent them from scoring proficient.

6. Teachers of ELL-SWDS use the same intructional strategies and grade level materiasl that are used with regular ELLS but are adapted to their needs using scaffolding strategies for ELLS and modified to the short and long term goals in their IEPs.

7. ELL-SWDS have equal access than non disabled peers to the school's academic interventions, after school programs, Saturday programs, and extra curricular activities such as violin, chess in the school, enrichment programs, and sports.

Courses Taught in Languages Other than English *Ⓛ*

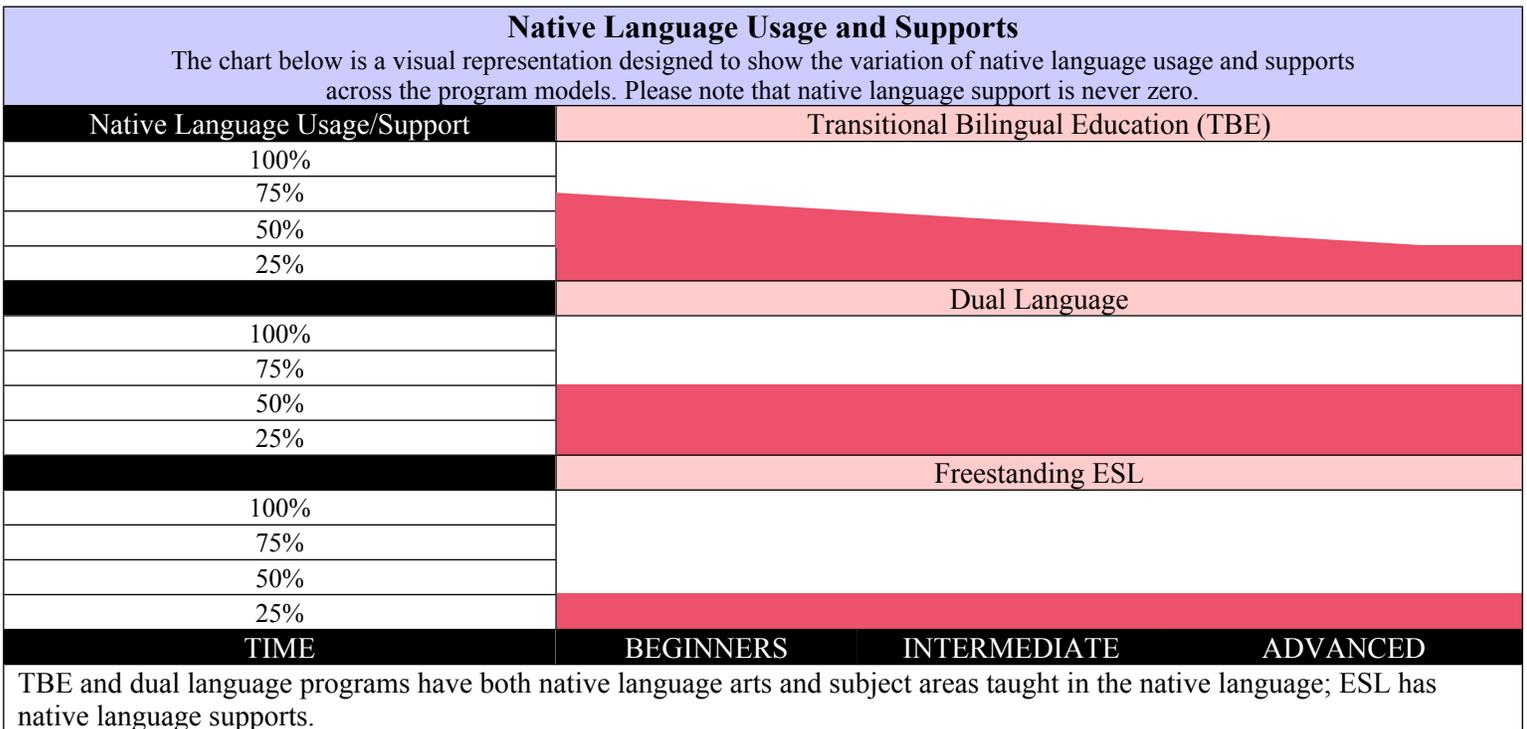
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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?

8. ELLS who score levels 1 and 2 in the ELA, Math, and content areas tests receive AIS services during the school day, small group differentiated instruction in the classroom, and are invited to participate in the after school programs and Saturday programs. The interventions are offered in English. ELLS that are proficient in their native language can use bilingual dictionaries, glossaries, cognates and instructional materials that might be available in other languages.
9. ELLS who scored proficient on the NYSESLAT continue receiving transitional ESL instruction and AIS intervention services as long as they need it especially on the testing grades. They also receive small group instruction in the classroom, after school programs and Saturday programs. They continue receiving the testing accommodations for ELLS for two years.
10. After reviewing our NYSESLAT, ELA, math, and content areas data no new programs or improvements will be considered for the upcoming school year since our ELLS have been making steady progress with the program and interventions we have in place.
11. No programs/services for ELLS will be discontinued.
12. ELLS have the opportunity as all students in the school to participate in all curricular and extra curricular programs/activities such as AIS, after school programs, Saturday programs, violin, chess in the schools, cheerleading, sports, swimming, girls scouts.
13. English language English Language Learners receive explicit ESL instruction in listening, speaking, reading, and writing using scaffolding strategies for ELLS and the Into English Program. This program follows an instructional path of building linguistic skills through songs, chants, and poetry. Reading and writing skills through literature designed for ELLS, and academic skills through content areas lessons and activities. The ESL teacher also uses the following supplementary instructional materials to provide additional support:
 - Phonics and Friends
 - Voyager
 - SRA Reading Laboratory
 - Bilingual books
14. Students who enter the ESL program proficient in their native languages continue receiving native language support as they become proficient in English through literature in the native language.
15. All requires services support and resources correspond to ELLS ages and grade levels because our intruotional materials and intervention resources are age apprrpriate and correspond to grade levels in the school.
16. Not applicable
17. Not applicable

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.

1. During weekly common preparation periods, ELL teacher will consult with teachers to develop plan with the teachers of ELLs. A plan of support will be reviewed and modified as necessary.
2. The guidance counselor provides the staff, students and parents with the middle schools directory and assistance with any questions or additional information that might be requested about schools and schools choices. Also coordinates open houses and middle school orientations for staff, students and parents in the school and keeps the students and parents informed about middle schools fairs.
3. Not applicable

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. Parents are invited to attend monthly P.T.A meetings at the school and participate in different events such as the Donuts for Daddy program, family Math/Literacy night, assemblies, sporting events, parents vs. staff basketball games, and holidays celebrations. The school also hosts many informative workshops throughout the school year such as fire safety, Asthma, CPR, IZone, State exams, financial, obtaining the GED, Community Based organizations services available to families. The school has also implemented literacy, math, and assessment workshops not to only inform the parents about the progress their children are making but also to provide them with resources and strategies that they can use to help their children at home. Forms, fliers and handouts are translated in different languages if necessary. The school also utilizes staff members fluent in other languages for oral translations and/or the DOE Translation and Interpretation unit.

2. The school partners with the following Community Based Organizations to provide services to parents:
Brownstone Bedford Stuyvensant, Noll Pointer Program, Chess in schools, Girls/Boys Scouts

3. The needs of the parents are evaluated by using survey monkey (online), open school day/night parent surveys (available in different languages), school environment survey. Parents can also contact the principal, assistant principal, parent coordinator, and guidance counselor via email through the school website.

The parent coordinator role is to make sure that parents feel welcome in the school and get involve in their children education, be a liason between the school and parents and parents and teachers. Keep the parents informed about resources, activities, upcoming events, etc. Help parents navigate the department of education system.

4.

The Parent Coordinator provides the parents with written information in different languages when available, oral translation by bilingual staff members and contacts the Translation and Interpretation Unit especially for low incidence languages.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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							1		1
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)									

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
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. Our school uses ECLAS-2, DIBELS to assess the early literacy skills of ELLS. Data from these assessments is used to target and provide intervention instruction on the specific skills the students have not acquired or are struggling on. Most of our ELLS at this age level seem to be doing fairly well in these assessments as compared to their peers.

2. During the Fall 2011 administration of the Language Assessment Battery Test (LAB-R) two students in Kindergarten scored at the advanced level. Based on the Spring 2011 for New York State Proficiency Test (NYSESLAT) data for students enrolled in the school in May 2011, one English Language Learner was tested in grades band K-1 and two English Language Learners were tested in grades band 2-4, and three English language Learners in grades band 5-6.

NYSESLAT Modality Analysis (Including students enrolled in the school on May 2011 and transfer students who entered the school in September 2011)

Listening/Speaking
Grades K-1- Two Intermediate, one Advanced
Grades 2-4- One Advanced, one Proficient
Grades 5-6- One Advanced, three Proficient

Reading/Writing
Grades K-1- Two Beginning
Grades 2-4- One Intermediate, one Advanced
Grades 5-6- Four Advanced

3. NYSESLAT data is used to determine the levels of language proficiency achieved by the students in each modality and to drive ESL and differentiated instruction in the ESL classroom and the regular classroom.

Students who need additional support in the areas of reading and writing receive more English as a Second Language academic language instruction in these areas as they continue increasing their social language when they are pulled out for English as a Second Language instruction. Patterns across modalities will affect instructional decisions because students need to receive the interventions on the modalities they need to score proficient on and also guide us to examine the implementation and use of instructional materials to target these modalities.

4.a One ELL took the Math, and Science standardized tests in fourth grade. She scored level 3 on the Math and level 4 on the Science. On the ELA one ELL in fifth grade scored level 2 and one level 3. One level 2 and one level 3 in sixth grade. On the Math two ELLS scored level 2. One level 2 and one level 3 in sixth grade. Analysis of the data indicates that when our ELLS start taking standardized tests

on third grade they are performing level 2 or higher and continue performing well across the grades as they also advanced on developing their language proficiency or scored proficient on the NYSESLAT.

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: El Hazz Malik El Shabazz

School DBN: 16K262

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joeletha Ferguson	Principal		
Desiree Barter	Assistant Principal		
Isabel Gardner	Parent Coordinator		
Iris Torres	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Carol Gibson-Wilson	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		

School Name: El Hazz Malik El Shabazz

School DBN: 16K262

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 16K262 **School Name:** EL HAJJ MALIK EL SHABAZZ -PS/IS 262

Cluster: C. Groll **Network:** 402

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.

When parents first enter the school (upon registration) they are asked to complete a Home Language Survey (HLIS) to indicate what language is spoken at home. When distributing materials, the school ensures that information is translated in the parents home language. Our school messenger telephone service translates information in 4 different languages.

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.

Our school's findings indicate that our families speak Spanish, French and Bengali. This information was dictated by the Home Language Surveys completed at school.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We first seek out the Spanish speaking staff members to provide translation of documents. Whenever other translation services are needed, we call the NYC Department of Education's translated services telephone number for assistance. When information is disseminated via telephone, our telephone system will translate information into 4 different languages to the homes of the students where English is not primarily spoken,

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.

Translation services in first provided by school staff members and then by use of the NYC Department of Education translated services telephone assistance.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our School staff members first provide translation services and whenever necessary, we use our telephone messaging service to notify parents of school information.