



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: 13K307

PRINCIPAL: ROBERTA L. DAVENPORT **EMAIL:** RDAVENPORT@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
Roberta L. Davenport	*Principal or Designee	
Gloria Brandman	*UFT Chapter Leader or Designee	
DeLasia DeLeon	*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	
Mrs. Henderickson	Member / parent	
Ms. Turner	Member / parent	
Mrs. Francois	Member / parent	
Mr. Catoe	Member / parent	
Ms. Stephens	Member / parent	
Ms. Guzman	Member / teacher	
Mr. Guidarelli	Member / teacher	
Mr. Jackson	Member / teacher	
Ms. Figueroa	Member / teacher	

** 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.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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.

Expand the annual planning processes to engage the school in long-term (i.e. multi-year) planning, monitoring, and revising plans, based on evidence of student performance and teacher effectiveness. (QR, 2011-12, PG. 5)

Tenet 2 SCHOOL LEADERSHIP 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.

_____ 2.2 School leader's vision

 X 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

_____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- 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, teachers in grades k-5 will receive professional support to improve reading performance by 5% as evidenced through classroom observation and review of student work.

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.

A. Fountas and Pinell Reading Benchmark System (FPBS) administered throughout the year to kindergarten – grade 5 students. Using this system, the school established four benchmark periods to assess and monitor reading progress. Students in grades 2-5 use Directed Notes as a strategy for the close reading of challenging text and participate in Shared Inquiry Discussion to develop critical thinking through questioning, discussion and evidenced based arguments. Kindergarten through grade 3 students will apply their developing knowledge of Thinking Maps and key reading strategies to help organize their thinking, and improve comprehension of text. Kindergarten through grade 2 teachers will use read alouds to generate questions and discussion about fiction and nonfiction texts. All students will engage in guided reading groups using a mix of fiction and nonfiction texts a minimum of (4) days weekly. Grades 3-5 will participate in online learning for reading a minimum of 20 minutes daily. Weekly data reports are used to track progress and inform teaching decisions. 90 minute reading block instituted in kindergarten – grade 2 that includes read alouds, whole group instruction, small group instruction and independent reading with content aligned with the Common Core Standards including a 50%/50% split of fiction and nonfiction text material. Teachers across all grades participate in monthly Network facilitated professional development to support the planning process and effective teaching approaches / strategies. Administrators will observe classrooms regularly and provide teachers with feedback verbally and / or in writing. Copies of the Danielson Framework given to all pedagogues. Professional development on the Danielson priority components introduced to whole faculty. Observation checklist designed based on these priority components introduced to teachers and used to provide feedback and set professional goals.

B. A Successmaker consultant will meet with teachers in grades 3-5 to provide training on how to interpret data reports, maximize use of the online resources and individualize professional support for teachers. A trainer Staff developers from the Great Books Foundation will provide (2) days of training monthly to support Directed Notes and Shared Inquiry Discussion. A staff developer from the National Urban Alliance for Effective Education (NUA) will provide training October-March, May-June for the Thinking Maps. The school based staff developer will provide training for guided reading. Trainers for the Journeys reading program provide professional development for K-2 teachers. An intervention teacher was hired to provide RTI services to students in grades 3-5. An intervention paraprofessional has been assigned to support students in kindergarten and grade 1 with reading.

C. All students in grades 3-5 will be progress monitored using classroom observations, FPBS and Successmaker Cumulative Performance Reports to evaluate the effectiveness of the above strategies and activities. We expect 70% of students to achieve grade level standards. Teachers review formative assessments results in conferences with supervisors, school based Inquiry teams, in meetings with Network specialists, in meetings with the Successmaker consultant and other data specialists. As a result, teachers decide how to organize their students to maximize learning opportunities that include small group lessons, customizing courses for online learning, planning Universal Design for Learning (UDL) strategies and teaching approaches such as Shared Reading. Discussions with teachers in grade level meetings, across grades and in 1:1 conversations are ongoing regarding the use of assessments to plan instruction and to monitor progress of students. In addition, classroom observation cycles, including those with external staff developers generate opportunities to make decisions about the effective use of assessment information.

D. The timeline is September 2012 – June 2013

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). Professional development services purchased from the Great Books Foundation (GBF) and NUA to train teachers to teach critical thinking to all students using Title 1 SWP funds and a private grant October 2012- May 2013. The GBF trainer scheduled twice monthly and the NUA staff developer once a month. These visits include workshops, demonstration lessons and debriefing meetings. NYSTL, TL FSF and TLASD funds used to purchase the FPBS for all kindergarten – grade 5 teachers in September 2012 with first benchmark date in November. Additional benchmark months are January, March and May. Results are used to monitor reading progress over time, set reading goals and match students to appropriate level texts. T1 SWP monies used to purchase a core curriculum aligned reading program for kindergarten – grade 2 classes; consultants provided 10 hours of training at no cost to the school. A private grant provided funding for an online reading and math software program license for use in grades 2 through 5; consultant provides ongoing teacher support, troubleshooting and technical assistance 3 to 4 days monthly. Students spend a minimum of 20 minutes with online reading and 15 minutes with math. In addition, TL FSF, Title 1 priority / focus SWP monies used to hire a full time RTI / intervention teacher to provide instructional support for at risk students in grades 3-5. TL Network Support Fees funding provided monthly professional development in the Core Curriculum for kindergarten – grade 5 teachers. Teachers return from training sessions and turnkey for colleagues.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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.

Develop structures to regularly evaluate the effectiveness of teacher teams in setting measurable goals and monitoring performance trends in order to build increased capacity resulting in improved student progress. (QR, 2011-12, pg. 5)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- 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.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- 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, one teacher per grade will meet as an Instructional Lead Teacher Team at least twice monthly to plan, monitor and revise curriculum maps that integrate the English Language Arts with social studies, technology and provide opportunities for pre-kindergarten through grade 5 for implementation during the 2013-2014 school year.

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.

A. The Lead Teacher Team will work with Atlas Rubicon, a curriculum mapping resource, to guide the writing of the curriculum maps twice monthly after school. Ongoing monthly Network professional development will train teachers in the Common Core curriculum alignment process. Teachers will be released to participate in these trainings. The computer teacher will participate on this Team as well and attend the Network facilitated social studies professional development. Social studies will not only be taught in the classroom but also through resources in the computer lab. The ELA units of students, taught this school year and produced by the NYCDOE will be aligned with and included with the appropriate curriculum map.

B. Teachers will be selected by administrators to serve on the Lead Teacher Team. The school based staff developer will also sit on the Team. Per session will be paid to each team members at (4) hours monthly. Purchase one year license for a curriculum management system, Atlas Rubicon.

C. The Lead Teacher Team will produce curriculum maps as a result of their planning. Each Lead Teacher will share the draft curriculum maps with their grade level colleagues in May 2013 to review and finalize before submitting to school administrators for final approval.

D. Timeline is November 2012 - May 2013

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).

The school based staff developer is funded through Title IIA Supplemental, TL ASD, TL FSF and TL Hurricane Sandy Register Relief. Per session for Lead Teachers is paid through TL FSF at 4 hours monthly and Atlas Rubicon (AR) through Title 1 SWP. The staff developer coordinates curriculum planning with the AR facilitator regularly in preparation for the Lead Teacher curriculum design meetings. The Lead Teacher team meets twice monthly after school and receives per session from TL FSF. The computer teacher is funded through TL FSF and TL ASD.

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.

Ensure greater use of instructional strategies that reflect the school's beliefs about how students learn best so that lessons are differentiated and include multiple entry points that fully engage and challenge all students. (QR, 2011-12, PG. 5)

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 2012, all teachers will use best practices for instruction to provide multiple entry points of access for all learners as evidenced by teacher planning, classroom observation and review of student work in order to show a 6% - 10% increase in the number of students scoring above proficiency on the NYSELA assessment.

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

A. Teachers will participate in Universal Design for Learning (UDL) training and implement strategies for multiple access to learning for all students. An AIS teacher will provide supplemental services to students in grades 3-5 who need additional intensive support based on formative assessment results. This teacher will push-in and pull-out students based on their needs in order to provide small group and individual targeted support. Technology through interactive SMART boards and laptop computers will be made available to support differentiation. An online learning program will be in place to assist teachers in individualizing instruction. Teachers will administer school wide formative assessments, benchmarking student progress, analyze results and set learning goals for students. Teachers will conduct 1:1 meeting with students periodically to discuss learning goals and the path for achievement. Instruction will be taught in whole, small group and 1:1 configurations.

B. Classroom teachers and the intervention teacher will implement these strategies and activities.

C. Review of periodic assessments, classroom observation and review of student work will be used to evaluate progress. Teachers review and discuss analysis of student work weekly during Inquiry meetings.

Eight teachers will provide additional support to students in grades 2 – 5 during Saturday Academy sessions during Winter and Spring leading up the state assessment.

D. Timeline is October 2012 - June 2013

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: Focus & Priority

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).
The Network special education instructional specialist will provide on-site training in Universal Design for Learning (UDL) for all teachers in October 2012. Ongoing professional support is provided also for the RTI/Intervention to support UDL principles.
Interactive SMART Boards and laptop carts, funded through Title 1 SWP, TL ASD and Private grants, are used in kindergarten – grade 5 classrooms to support differentiation of instruction. This technology is used with teacher selected software as well as with online learning software from a licensed vender. The cost of the online learning software is paid for via a private grant. Network Support Fees is funded through a TL allocation.
Supplemental AIS services provided by a teacher during the regular school day.
Teacher per session, 8 teachers, 9 Saturdays, 3 hours each session
Principal per session 9 Saturdays, 5 hours each session

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: Priority/Focus Funds

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).

Staff developer from Morningside Center is funded through Title 1 SWP, TL ASD and grant monies. He is present in the school once a week to provide coaching, direct instruction and training for teachers, students and parents. He sits on the school's SEL team that meets weekly to assist with the alignment of the school wide discipline plan with SEL principles. This staff developer also provides 15 hours of training to peer mediators on Saturdays in the spring. Funded by Title I. Playworks is funded through Title 1 SWP. A Playworks staffer delivers services to kindergarten – grade 5 students daily throughout the school year during the lunch period primarily and also provides classroom based activities to select classes that helps build stamina for academic learning. The nutrition education program is funded through a grant.

Two Teachers per session: 5 Saturdays, 3 hours each

Principal per session: 5 Saturdays, 5 hours each

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). Parent participation activities are scheduled during the school day, after school and on Saturdays in order to attract the greatest number of parents. Program costs for materials and child care are funded through Title 1 SWP 1%, Pre-k Plus, and Title 1 Priority Focus SWP. Services provided by the community clinical social worker is paid for through a grant. The trainer for peer mediation and conflict resolution is funded through a grant.

Principal per session: 1 Saturday, 3 hours

Teacher per session: 1 Saturday, 2 hours

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	Houghton Mifflin Journeys, Rigby Leveled readers	Small group, 1:1	During the school day
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling practices to manage feelings, peer pressure, socialization and classroom functioning	Small group, 1:1	During the 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.

The school creates a safe, attractive, welcoming and professional environment for teachers with clearly articulated vision, mission and goals. First year teachers are usually assigned to work with experienced colleagues in ICT classrooms. Formal mentoring is provided through on site NYC Department of Education trained mentors. Flexible schedules including per session is offered as options for after school meetings with mentors and supervisors. The Community Superintendent facilitates a tenure meeting for first, second and third year teachers. Teachers are recognized for exemplary practices and contributions. Teachers participate in grade level and inquiry meetings focused on improving instruction. Teachers are given access to professional texts and other related material to support their professional growth. The administrators are readily accessible to teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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
MAY 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 Margarita Nell	District 13	Borough Brooklyn	School Number 307
School Name Daniel Hale Williams			

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

Principal Roberta L. Davenport	Assistant Principal William Diederich
Coach	Coach
ESL Teacher Mulan Mo/ESL/Chinese Language	Guidance Counselor Alexis Edwards
Teacher/Subject Area Deborah Kim/Kindergarten	Parent Eetiah Francois
Teacher/Subject Area Hui Huang/Chinese Language	Parent Coordinator Willie Crossland
Related Service Provider	Other
Network Leader Margarita Nell	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	310	Total Number of ELLs	9	ELLs as share of total student population (%)	2.90%
------------------------------------	------------	----------------------	----------	---	--------------

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. 

Identifying English Language Learners in our school:

1. Parents/guardians of children who first enter the NYC public school are given a Home Language Identification Survey (HLIS) at registration by our school secretary Ms. Scott . The ESL teacher, Ms. Mo, collects information from the HLIS and verifies it with parents in an oral interview. She is a New York State-certified ESL teacher and has been teaching ESL for ten years. Students whose HLIS meet the criteria for LAB-R testing are tested by Ms. Mo within ten days of their enrollment. Those who fall below the cutoff proficiency level set by the New York State Education Department are identified as ELLs. If they speak Spanish, they are then tested with the Spanish Lab by Ms. Quinones or Ms. Caro who is fluent in Spanish, who works under the supervision of Ms. Mo. This process begins whenever students arrive during the course of the year, and the completed test grids are submitted to the Scan Center at regular intervals set by the Division of Assessment and Accountability of the Department of Education. All students are tested for entitlement within ten days of registration. Students falling below the cutoff on the LAB-R are entitled to services as ELLs. Continuing entitlement to ELL services is determined by the students' performance on the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in April and May each year. All students who are entitled based on their scores on the LAB-R and/or previous NYSESLAT exams are administered the NYSESLAT. The testing coordinator Ms. Quinones, and the ESL teacher, Ms. Mo are responsible for arranging a testing schedule to administer the NYSESLAT. Students are usually tested by their grades; students with IEPs prescribing test modifications are tested in separate locations according to those specified test conditions. The test has levels that correspond to grade bands. Students are given either k-1, 2-4, or 5-6 test, depending on their current grade level.
2. After children's language proficiency has been determined by the LAB-R, their parents are informed about the results of the LAB-R by city-mandated entitlement and non-entitlement letters which are sent home with the children and by mail within ten days of registration. In the letters, parents are informed that their children have been tested for language proficiency, and what their scores have been. Parents whose children scored above the cutoff receive non-entitlement letters and are notified that their children are not entitled to services as ELLs. They may, however, opt to keep their children in Dual Language classes. Parents whose children are entitled to services as ELLs receive entitlement letters and are invited to orientation sessions at the school. When the results of the NYSESLAT become available in September, parents are informed about their children's performance with the city-mandated Continuation and Non-Entitlement/Transition letters. The ELL/Bilingual Coordinator meets with any parents who have questions about those results.
3. Parents/guardians of newly enrolled ELLs are required to participate in an orientation describing Transitional Bilingual, Dual Language, and ESL programs/models. The parent orientation is given twice a year. Flyers for the orientation sessions are sent home and posted around the school. Classroom teachers follow up with reminders to the parents. At the orientation session, parents are shown the DVD prepared by the Office of English Language Learners The video is presented in the parents' native language, if that is available, and materials about the programs in the parents' native language are distributed, if they are available in that language. Parents fill out a Parent Assurance Survey and select their program choice. For parents who do not come for the parent orientation, letters are both mailed home and distributed to students to take home to ensure the parent survey and program selection forms are returned. After reviewing the parent survey and program selection forms for the past few years, the trend in program choices that parents have requested is that most parents prefer ESL and Dual Language programs. Our school offered both ESL and Dual Language

programs, which is aligned with parent requests.

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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1											3
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1									5
Total	2	2	2	1	1	0	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

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

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	
Dual Language	1									1
ESL	8		2							8
Total	9	0	2	0	0	0	0	0	0	9

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese	1	24	1	22	0	25													2	71
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	1	24	1	22	0	25	0	2	71											

**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): 5 Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 54 Asian: 5 Hispanic/Latino: 10

Native American: White (Non-Hispanic/Latino): 2 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														0
Chinese	1	2	1	4	1									9
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	2	1	4	1	0	0	0	0	0	0	0	0	9

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?

PS 307 has a Mandarin Dual Language Program and a Push-in ESL Program. The Mandarin Dual Language (DL) Program has expanded from Pre-Kindergarten to second grade in 2011-2012. We have two teachers – one English teacher and one Chinese language teacher. The English teacher teaches reading, writing, Math, Social Studies, and Science in English. The Chinese teacher teaches Chinese language with an integrated curriculum through social studies, math and science. The ESL program is a Push-in model. Students who have scored at the Beginning and Intermediate levels on the LAB-R and the NYSESLAT receive 360 minutes of ESL instruction a week. Students who scored at the Advanced Level receive 180 minutes of ESL instruction a week. The medium of instruction in ESL is English, with support available in the Native Language where possible and appropriate. Books in the students' Native Languages are available in the school library and classroom libraries.

At this time, none of the ELLs in PS 307 have been identified as SIFE. However, we are ready to work with such students should they enter our school. The specific needs of this group stem from their lack of adequate academic preparation in their home countries. If SIFE students are Chinese -speaking, we would urge that their parents enroll them in the Dual Language program. In the case of students who speak other languages, the ESL teacher works with the classroom teacher to develop a plan to make content areas as accessible as possible while accelerating the acquisition of English. If appropriate literature and content area materials are available in their language, we will try to secure them to help the student.

Newcomers are grouped together across several grades in their first year for additional attention by the ESL teacher. We focus on expanding their vocabulary through the use of pictures, chanting, and songs. We use books on tape and CD to help develop their listening comprehension and reading comprehension. The Storytown Reading program that we use for our mainstream students has an excellent component targeted specifically for ELLs.

ELLs Receiving Service for Four to Six Years

After three years of ELL services, it is not unusual for many ELLs to continue to need services. At this point, however, we can usually identify specific language modalities that need strengthening by analyzing the students' performance on the subtests of the NYSESLAT. Depending on the strand that is weakest, we differentiate with an emphasis on those skills. ELLs who have not met the performance standard in listening: Participate in class read-alouds with an emphasis on comprehension, and grouped for skills work in Listening Comprehension using books and CDs on tape. ELLs who have not met the performance standard in reading: Participate in read-aloud and Shared Reading activities, and work in small Guided Reading groups. ELLs who have not met the performance standard in writing: develop vocabulary to sharpen their writing, focus on improving use of grammar and syntax, participate in Shared Writing activities, and develop portfolios with regular conferencing.

A. Programming and Scheduling Information

Long Term ELLs

At this time, there are no Long Term ELLs in PS 307. Long Term ELLs are those students who have completed six years of ESL service and still have not been able to achieve proficiency on the NYSESLAT. Although studies have shown that normal ELLs can take from three to seven years to reach a par with native English speakers, it is a matter of concern when students who have received six years have not reached the standard of proficiency. The strategies listed above would be used with them.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

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?

Students who achieve proficiency as measured by the NYSESLAT in the Spring are no longer entitled to service as ELLs, but they continue to get support within the Dual Language (DL) and ESL programs. The ELL teacher works with classroom teachers to ensure that these students continue to progress. ELLs are provided equal access to all school programs, the Hartcourt Storytown Reading Program, Everyday Math/Problem Solver II, Teacher's College Writing Program, Study Starters: Social Studies and Science Investigations, Junior Great Books, SuccessMaker, Arts, Music, Gym. Technology such as Smartboard, powerpoint, and internet are being used everyday to enhance student's language learning in both Dual Language and ESL Program.

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)?

Our Dual Language Program students are mostly English Proficient students, therefore our program's language allocation is 90% English, and 10% Chinese, for all students. EPs and ELLs are integrated 100% of the day. Content areas are taught in both languages. There are two teachers – one English teacher and one Chinese teacher. The English teacher teaches all subject areas in English, while the Chinese teacher teaches an integrated curriculum in Chinese.

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.

Staff development for our Mandarin teachers was provided by ALBETAC, now by Office of English Language Learners, Lisa Lin's Dual Language Professional Development. The ESL teacher goes to Professional Development offered by Cynthia Felix or by Office of English Language Learners. The CLSO OELL provides the minimum 7.5 hours of ELL training for monolingual teachers who need it.

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?

PS 307 has a parent coordinator, Mr. Willie Crossland, who communicates with parents and the community. All parent school information is in English and Chinese. We have designated a Mandarin Dual Language Teacher to translate all important parent information. Parents of ELLs are integral members of the school community, participating in all school activities including, Parent/Teacher Association, Parent/Teacher Conferences, Parent Volunteers, Parent Workshops, School Leadership Team, and Holiday Events.

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	1	1	1										4
Intermediate(I)														0
Advanced (A)		1		3	1									5
Total	1	2	1	4	1	0	0	0	0	0	0	0	0	9

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

The assessment tool our school uses to assess the early literacy of ELLs are ECLAS-2, DRA, and Dibels assessments. These assessments show that our ELLs lack of vocabulary knowledge, phonic skills, and reading comprehension skills. This information help inform us that we need to work on these areas as we are teaching our ELLs. NYSESLAT data from Spring 2011 showed us that most students were proficient in Listening and Speaking, but either advanced or lower in reading and writing. This data shows that we need to focus on reading and writing skills as we teach our students.

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: <u>Daniel Hale Williams</u>		School DBN: <u>13K307</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roberta L. Davenport	Principal		11/29/11
William Diederich	Assistant Principal		11/29/11
Willie Crossland	Parent Coordinator		11/29/11
Mulan Mo	ESL Teacher		11/29/11
Eetiah Francois	Parent		11/29/11
Hui Huang	Teacher/Subject Area		11/29/11

School Name: Daniel Hale Williams

School DBN: 13K307

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah Kim	Teacher/Subject Area		11/29/11
	Coach		1/1/01
	Coach		1/1/01
Alexis Edwards	Guidance Counselor		11/29/11
Margarita Nell	Network Leader		11/29/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K307** School Name: **PS 307**

Cluster: **6** Network: **612**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We review the RSEC Report (Official Class Ethnic Census Report) in order to identify families in need of translation services. We designate a staff person who speaks the native language to act as oral translator. We display signs in native languages informing families of translation services available.

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.

Interpretation needs are minimal as only 4% of students receive ELL instruction. Select staff are available to meet with parents in need of translation services during meetings and other school events. They translate correspondence sent home to families from the school in native languages. This information is reported to the school community via SLT meetings, PTA meetings, faculty conferences and letters backpacked home with students.

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.

Identified staff act as translators for written communication. Department of Education translation documents are used to convey critical communication from the Central Office.

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.

Select staff who speak the native language serve as translators for oral communication.

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

We will provide parents and guardians with the Bill of Parent Rights and Responsibilities when they register their child at the school. PS 307 will display in native languages that indicate the availability of interpretation services in the main lobby. The school's safety plan will include procedures for non English speaking parents and guardians reaching administrators.