



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE
605 SHEPHERD AVENUE BROOKLYN, NEW YORK 11208

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K677

PRINCIPAL: JUDY TOUZIN

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SUPERINTENDENT: JOYCE STALLINGS-HARTE

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
Judy Touzin	*Principal or Designee	
Aracelia Cook	*UFT Chapter Leader or Designee	
Robert Allen	*PA/PTA President or Designated Co-President	
Joann Williams	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	
Natalia Sepulveda	Member/Teacher	
Melissa DelGaudio	Member/Teacher	
Ana Cepeda	Member/ Parent	
Aysha Gouridine	Member/Parent	
Karen Currency	Member/ Parent	
Nikki Lucas	Member/Parent	

** 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: (Refer to 2011-2012 Quality Review – page 6)

- Develop consistency of rigorous and cognitively demanding academic tasks in all subject areas across the school, in order to promote the development of higher-order thinking skills for all students.

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

_____ 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, all students will experience 2 common-core aligned units of study in ELA and 2 in mathematics as measured by student work products.

Instructional strategies/activities

a. Strategies/activities that encompass the needs of identified student subgroups

Teachers will engage in aligning curricular units of study to the common core learning standards in grades Prek-5 during common planning time.

b. Key personnel and other resources used of implement these strategies/activities

All teachers in grades Prek-5 will engage in the process of aligning two common core units of study in both ELA & Math. This work will be done during the common planning block periods and supported by both CFN 606 as well as the Aussie consultant. The curriculum mapping team consisting of at least two teachers from each grade was also offered per-session opportunities to assist with this work. The CFN provides both onsite as well as off-site support for school in implementing the 2012-13 Citywide Instructional Expectations. The Aussie consultants work with the literacy coach and teacher teams to align the curriculum to the common core. Teachers will incorporate instructional lessons aligned to the Common Core Learning Standards and Citywide Instructional Expectations. In addition, teachers will meet as grade teams to horizontally and vertically align instructional lessons to the expectation of the common core learning standards. All student work products will be analyzed by teacher(s) teams and used to plan/refine units of study to meet the expectations of the standards.

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

The school will evaluate the progress of this strategy through both analysis of formative & summative assessment. The summative assessment used to measure progress will be the 2013 NYS ELA & Math exams. The formative assessments which the school will use will students’ work products which will be collected on a data template after each unit implementation. Teacher teams will use this template to track student progress and identify trends and patterns at the school and class level and make adjustments to the curriculum as necessary. School Administrators will assess students’ written work on a weekly basis and provide teachers with immediate written feedback of student work. School Administrators will use teacher designed tasks and rubrics aligned to the Common Core Learning Standards and the Citywide Instructional Expectations as well as student writing samples as evidence of our goal. In addition, School Administrators will closely monitor student data each week toward evidence of our goal.

d. Timeline for Implementation

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 x Set Aside Grants Other-describe here: _____

Service and program coordination

- Title I Professional Development set aside, Tax Levy, SWP

The school purchased 38 full day visits from various consultant groups. These consultants will support teachers during common planning time as well as provide workshop support school wide. In addition, the school uses per-session dollars to support curriculum mapping and unit planning. Representatives from each grade meet twice monthly to develop the units of study for each bundle. This allocation amounted to 8 sessions for a total of 2 hours per-session for a group of 22 teachers and the literacy coach.

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: (Refer to 2011-2012 Quality Review – page 6)

- Consistently provide differentiated strategies across all classrooms so that all students receive support at their instructional level. (Refer to 2011-2012 Quality Review – page 6 & 2011-12 School Progress Report – page 2)

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

X 3.5 Use of data and action planning

Annual Goal #2

By June 2013, there will be a 10 point increase in the median adjusted growth percentile in ELA and Mathematics as measured by the 2012-2013 Progress Report.

Instructional strategies/activities

Strategy #1:

a) Strategies/activities that encompass the needs of identified student subgroups

Individual student data will be analyzed to determine differentiated instructional strategies to improve student performance in ELA and Mathematics.

b) Key personnel and other resources used to implement these strategies/activities

Data consultants identify focus areas in ELA and Mathematics based on student performance data and content strands. Technology will be used to support the analysis and tracking of data. This data is then used to create target groups across classrooms to support teachers in differentiating instruction for all learners. School Administrators will closely monitor student data each week toward evidence of our goal.

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

The school will evaluate the progress of this strategy through the analysis of formative and summative assessments. The school will use student work products as formative assessments. These products will be collected after each unit of study, evaluated against the expectation of the standards, and recorded on a data template. Individual and teams of teachers will use this template to track and monitor student progress as well as identify trends and patterns at the class and school level and make adjustments to the curriculum as necessary. The summative assessment used to measure progress will be the 2013 NYS ELA & Math exams. School Administrators will closely monitor student data each week toward evidence of our goal.

d) Timeline for Implementation

September 2012- June 2013

Strategy #2

a) Strategies/activities that encompass the needs of identified student subgroups

Additional instructional supports and resources will be extended to students at Level 1 & 2 in ELA and Mathematics after school.

b) Key personnel and other resources used to implement these strategies/activities

Teachers will incorporate the use of technology and instructional supplies into instruction during small and large group instruction.

Teachers will be extended per session to provide after school support to students who are at Level 1 & 2 in ELA and mathematics. This support will include:

- targeted groups of no more than 12
- Use of CCLS aligned resources to offer ongoing practice and assessment
- Sessions held three days a week.

In addition scholars who performed in the low three range will be offered support twice weekly in a targeted enrichment group.

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

The school will evaluate the progress of this strategy through the analysis of formative and summative assessments. The school will use student work products as formative assessments. These products will be collected after each unit of study, evaluated against the expectation of the standards, and recorded on a data template. Individual and teams of teachers will use this template to track and monitor student progress as well as identify trends and patterns at the class and school level and make adjustments to the curriculum as necessary. The summative assessment used to measure progress will be the 2013 NYS ELA & Math exams. School Administrators will closely monitor student data each week toward evidence of our goal.

d) Timeline for Implementation

December 2012- June 2013

Strategy #3

a) Strategies/activities that encompass the needs of identified student subgroups

Additional instructional supports and resources will be extended to students during small and large group activities to support differentiated instruction and multiple entries into the curriculum during the school day.

b) Key personnel and other resources used to implement these strategies/activities

Teachers will incorporate the use of ipads, head sets and instructional supplies such as pens, pencils, flip charts, folders, rulers, post-its.

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

The school will evaluate the progress of this strategy through the analysis of formative and summative assessments. The school will use student work products as formative assessments. These products will be collected after each unit of study, evaluated against the expectation of the standards, and recorded on a data template. Individual and teams of teachers will use this template to track and monitor student progress as well as identify trends and patterns at the class and school level and make adjustments to the curriculum as necessary. The summative assessment used to measure progress will be the 2013 NYS ELA & Math exams. School Administrators will closely monitor student data each week toward evidence of our goal.

d) Timeline for Implementation

December 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).

Data Support: We have partnered with a data consultant to help bolster our ability to implement data driven instruction. He works with educators from 3rd-5th grade once monthly to assist with processing assessment results and skill level item analysis.

ELT: Nine teachers are receiving 6 hours of per session compensation for 16 weeks to help offer ongoing targeted after school support for scholars in ELA and math. All 3rd grade scholars were invited to participate in the program and currently all have agreed to participate. 4th and 5th grade scholars were invited to participate based on their performance on last year’s assessment and were grouped according to their proficiency levels and other local data where appropriate. In total approximately 130 scholars participate in our afterschool program from 3rd-5th grade.

Resources: 120 ipad minis, 2 ipad carts, head sets, and printer supplies, i.e. toner, paper, labels, instructional supplies, i.e. pens, pencils, charts, folders, etc.

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 (Refer to 2011-12 Quality Review – page 6)

- Bolster instructional practices so that lessons across the school consistently include effective questioning that elicit higher-order thinking, extend learning, and differentiate learning opportunities all students. (Refer to 2011-12 Quality Review – page 6 & 2011-12 NYCDOE Progress Report –page 3)

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

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, through the use of Danielson’s Framework for teaching, 75% of teachers will advance within competency 3b: Questioning and Discussion Techniques as measured by instructional rounds.

Instructional strategies/activities:

Strategy #1:

a) Strategies/activities that encompass the needs of identified student subgroups

School Administrators and instructional coaches will conduct short cycles of formative observations of teachers using the Charlotte Danielson Framework for Teaching with a highlight on competency 3b: Questioning and Discussion Techniques and provide teachers with timely feedback.

b) Key personnel and other resources used to implement these strategies/activities

The principal, assistant principals and instructional coaches will use the Danielson Framework to assess teacher practice.

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

Two formal and four informal observations will be used to evaluate teacher progress and this data will monitored and tracked by school administrators. Teachers will be provided with feedback on where they are trending within the Framework. In addition, written and/or verbal feedback will be provided for all observations.

d) Timeline for Implementation

September 2012-June 2013

Strategy #2:

a) Strategies/activities that encompass the needs of identified student subgroups

Teacher observation data will be analyzed and used in order to differentiate professional development and increase teacher effectiveness

b) Key personnel and other resources used to implement these strategies/activities

Administration and network support personnel will support the implementation of this strategy.

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

Observation data detailing where teachers are trending on the Danielson Framework for Teaching will be used to evaluate the progress of this strategy.

d) Timeline for Implementation

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

All educators in Pre K to 5th grade participate in professional development at least once monthly with our consultants.

GOAL AND ACTION PLAN#4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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: (Refer to 2011-2012 Quality Review – page 5)

- Our attendance rate for the 2011-2012 school year was 92.8%, placing us slightly higher than 50% of our peer schools but only higher than approximately 45% of schools citywide. By June 2013, the percentage of students attending school will increase by 1.2% as a benchmark for an ultimate goal of 94% attendance.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- 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.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

By June, 2013 our Daily Attendance rate will average 94% as evidenced by monthly attendance logs on ATS.

Instructional strategies/activities

Strategy #1

a) Strategies/activities that encompass the needs of identified student subgroups

A school based attendance team will focus on analyzing attendance data, outreach to families, and the creation of individualized attendance plans for students.

b) Key personnel and other resources used of implement these strategies/activities

Key personnel for the implementation of the strategy will be the Principal, Assistant Principal, Parent Coordinator, Guidance Counselor, Attendance Teacher, and Family Worker.

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

ATS data will be used to measure progress toward the above goal.

a) Timeline for Implementation

September 2012-June 2013

Strategy #2

a) Strategies/activities that encompass the needs of identified student subgroups

Teachers will create inviting and containing classroom environments that promote student attendance.

b) Key personnel and other resources used of implement these strategies/activities

Key personnel for the implementation of the strategy will be the Principal, Assistant Principal, Parent Coordinator, Teachers, Guidance Counselor, Attendance Teacher, Family Worker, and parents. Supplies and resources needed include paper and toner to create certificates. Additional incentives include incentives include movies, pens, bracelets, and books.

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

ATS data will be used to measure progress toward the above goal.

b) Timeline for Implementation

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:

Resources: paper, toner, pens, bracelets, books and movies.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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 (Refer to 2011-12 Quality Review – page 5)

- Establish structures to enhance parent involvement and consistently engage families in the education process thereby improving student performance. (Refer to 2011-12 Quality Review – page 5)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June, 2013 ENYSE Staff, Scholars, and Families will work together to create a school culture of high academic expectations, respect, safety, and a love of learning evidenced by a 70% participation rate of parents in schoolwide activities and an overall increase on our School Environment indicator on the 2012-13 Progress Report.

Strategies to increase parental involvement and engagement

Strategy #1:

a) Strategies/activities that encompass the needs of identified student subgroups

The Family Engagement Committee will provide workshops to support families' knowledge of grade level expectations and how to support their child's academic success.

b) Key personnel and other resources used of implement these strategies/activities

Administration, Parent Coordinator and Family Engagement Committee members (parents) will support this strategy.

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

We will evaluate the progress of the strategy through parent attendance at workshop offerings. Also, the "I Care Families of Distinction" award will be provided – ENYSE has instituted this recognition of families that attend a minimum of five meetings focused on academic achievement. A celebration dinner in June will be given to acknowledge families that achieved this milestone.

d)Timeline for Implementation

September 2012-June 2013

Strategy #2:

a) Strategies/activities that encompass the needs of identified student subgroups

The "I Care Families of Distinction" award will be provided in recognition of families that attend a minimum of five meetings focused on academic achievement.

b) Key personnel and other resources used of implement these strategies/activities

Administration, Parent Coordinator and Family Engagement Committee members (parents) will support this strategy.

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

We will evaluate the progress of the strategy through parent attendance at workshop offerings.

d)Timeline for Implementation

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: CBO

Service and program coordination

The family engagement committee (a subcommittee of the SLT) conducts a series of workshops focused on assisting families in better understanding the increasingly rigorous academic expectations as a result of the CCLS. We offer families information packets, reading lists, as well as manipulatives to use at home to help accelerate scholar progress.

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	The Leveled Learning Intervention System is used for AIS in ELA. Coach New York for upper grades	Scholars meet in a small group with one of our AIS providers for a 30 minute session three to five days a week.	During the school day, after school program, 37.5 minutes
Mathematics	Our school based AIS providers meet with scholars and use materials that are provided with our main resource (Envisions) as well as additional math games and instructional materials. <i>ixl</i> – an online math resource with individualized pacing	Scholars meet in small groups as assigned through scholar study or those who are repeating the grade.	During the school day, after school program, 37.5 minutes
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Scholars receiving at-risk guidance services meet with the guidance counselor. STH, bereavement, behavioral concerns. Families must agree in writing before services can begin.	Students meet counselor in a small group or individually once a week for six weeks.	Services are provided during the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

95% of ENYESE teachers have achieved Highly Qualified status. Our strategies to reach the goal of having 100% of our staff achieve Highly Qualified status include internal coaching and mentoring by our Literacy Coach. We also provide financial support for teachers who need to obtain licensure in assignment areas using Title I Set Aside for Highly Qualified professional development. For teachers who need additional coursework, ENYESE will also pay for tuition using the Title I Set Aside. External professional development opportunities are given out by Network for teachers in content specific topics. Teachers also participate in leading turnkey professional development.

**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.

***EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE (ENYESE)
FAMILY - SCHOOL-PARENT COMPACT***

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

As ENYESE Educators...

The School Agrees To:

- Show respect for each scholar and his/her family and each educator;
- Provide a clean and safe environment, and an atmosphere conducive to teaching and learning, for the entire ENYESE community;
- Establish an atmosphere conducive to open, regular communication among educators, scholars and families;
- Provide educators with the materials and supplies necessary for them to fulfill their obligations to the scholars and one another;
- Clearly communicate performance expectations to the educators and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between family and the educators;
- Provide educators with meaningful opportunities for professional growth and enrichment;
- Celebrate individual scholar's and educator's success with the entire school community;
- Provide opportunities for families to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- Convene an annual meeting for Title 1 families to inform them of the Title 1 program and their right to be involved;
- Give families and scholars opportunities to participate in school governance;

- Actively involve families in planning, reviewing and improving Title 1 programs and the parental involvement policy;
- Provide families with information about all programs;
- Clearly communicate expectations for scholar performance to the families and provide them with scholar profiles and assessment results;
- Provide families with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between educators and the families through: parent-teacher conferences; students progress reports as warranted; opportunities to volunteer and participate in their child’s class; opportunities to observe classroom activities as appropriate;
- Inform families of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.
- Parent Coordinator oversees Family Engagement Committee, which provides workshops help support families knowledge of grade level expectations, and how to support their children in achieving proficiency. The FEC is an extension of the SLT and has two parent members on it.
- Parent Coordinator produces monthly newsletter and calendar for parents with sections for each grade to apprise parents of current & upcoming activities.
- “I Care Families of Distinction” – ENYSE has instituted this recognition of families that attend a minimum of five meetings focused on academic achievement. A celebration dinner in June will be given to acknowledge families that achieved this milestone.
- The “I Care” wall is a public display that tracks the events families have attended for every individual scholar (conferences, meetings, Curriculum nights, Back- to-School nights, etc.). It is updated by the Parent Coordinator and FEC after every event as running record of parent engagement.

Principal’s Signature

Assistant Principal’s Signature

Date

The Classroom Educator Agrees To:

- Show respect for each scholar and his/her family;
- Provide quality teaching and leadership;
- Believe that each scholar can learn;
- Recognize each scholar's unique abilities and challenges to help him/her grow to his/her full potential;
- Come to class prepared and positive;
- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignment so not exceed time limits;
- Give each scholar corrective, constructive and encouraging feedback;
- Celebrate each scholar's success and encourage persistence when challenges discourage him/her;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the scholar and his/her family;
- Provide full and clear classroom expectations to each scholar and his/her family;
- Provide clear progress reports to the families at reasonable intervals or as necessary to ensure the scholar meets grade standards;
- Seek ways to involve families in the school program and value their contribution.

Teacher's Signature

Date

Please RETURN TO CLASSROOM EDUCATOR

THE FAMILY SCHOOL COMPACT Continued...

As ENYESE Families...

The Scholar Agrees to:

- Show respect for my classmates, teachers, principals, school staff, families and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe regular study hours;
- Observe the classroom and school rules set my educators and the Department of Education;
- Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my family all notices and information received by me from my school every day.

Student's Signature

Date

The Family Agrees To:

- Show respect for my child, his/her educators and the school;
- See that my child attends school regularly and on time;
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, etc.);
- Talk with my child about his/her school activities every day;
- Communicate regularly with my child's educators;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her educators and the Department of Education;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;

- Be available to assist my child;
- Review completed assignments to check for understanding;
- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school;
- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures;
- Read to my child and encourage him/her to read independently daily;
- Monitor my child's TV viewing, video game and online activities;
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

Family Member's Signature

Date

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 Jose Ruiz	District 19	Borough Brooklyn	School Number 677
School Name P.S. 677 (ENYESE)			

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

Principal Judy Touzin	Assistant Principal Jubilee Mosley
Coach Antoinette Jenkins	Coach
ESL Teacher Andrea Allen	Guidance Counselor Elvin Padilla
Teacher/Subject Area	Parent
Teacher/Subject Area Natalie Sepulveda	Parent Coordinator Zareta Ricks
Related Service Provider type here	Other
Network Leader	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	0	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	1
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	522	Total Number of ELLs	23	ELLs as share of total student population (%)	4.41%
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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. 

The East New York Elementary School of Excellence (ENYESE PS 677) is located on Shepherd Avenue in the East New York section of Brooklyn. ENYESE is a new school that is in its first year of existence. There are 520 scholars spread across 7 grades, Pre-K-5th Grade. There are 2 Pre-K classes, 5 Kindergarten classes, 5 First grade classes, 3 Second grade classes, 2 Fourth grade classes, and 3 5th grade classes. Depending on the grade, class sizes range from anywhere between 20 and 30 scholars per class.

During our registration process, every family must fill out a Home Language Identification Survey which includes the informal oral interview in English and the families' native language. Our pupil personnel secretary along with a pedagogue and/or translator conducts this process. The role of the translator is to ensure that the families understand what is being asked of them on the survey. Within the first 10 school days, our pupil personnel secretary extracts each HLIS from the cumulative folders of all new registrants and submits them to the ELL supervisor. Our Assistant Principal who supervises our ELL program reviews each HLIS for accuracy and completeness and proceeds to sort the surveys into categories; English Dominant and Dominant in a language other than English. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the LAB-R test. The Assistant Principal builds a team of educators (two academic intervention specialists, one literacy coach, one network support person) who interview and assess each scholar. We use the information gained through each interview in conjunction with the HLIS to determine whether or not a student should be LAB-R tested. LAB-Rs in English and the student's home language are administered, scored and submitted for grading and reporting. The Spanish LAB-R is given to students who only speak Spanish. This school year, Ms. Victoria Armas, our network ESL Facilitator administered the Spanish LAB-R. ALL HLIS forms are signed by a pedagogue and placed in students' cumulative folders by our pupil accounting secretary, Ms. Aracelia Cook.

In order to prepare for the NYSESLAT, we begin to provide opportunities for reading, writing, listening and speaking at the very beginning of the school year. Two helpful test preparation tools are Attanasio and Associates NYSESLAT books and Empire State test preparation books. Students also listen to and answer questions about read alouds they have heard in fiction and non-fiction. This is used to prepare students for the listening portion of the test.

Each student will also take the NYSESLAT in the spring in reading, writing, listening and speaking in order to measure their growth in acquiring the English language and their ability to demonstrate their skills in multiple forms.

2. After the HLIS, Interview and LAB-R are administered and a student is identified as one who is eligible to receive ELL services, our family coordinator sends home an entitlement letter and contacts the families by phone as well to invite them to an ELL Family Orientation (within the first 10 school days). Our Assistant Principal and a pedagogue (serving as a translator) conduct the orientation in the families' home language and English. We explain the ELL identification process, and show a video which gives more information about the ELL program and the choices.

3. After the video is shown during the family orientation, we answer any questions families may have and preview the parent choice survey. The survey is a double-sided document in both the families' home language and in English. We provide families with an opportunity during the orientation to fill out the parent choice survey and after parents complete the form, we collect, review, and file them. These letters are copied and placed in an ELL Records Binder each school year. A copy is also placed in the child's cumulative record.

4. We have identified 7 scholars as ELLs. Since we do not have at least 15 ELL students across two grades, our current ELL population does not warrant a Transitional Bilingual or Dual Language program. Our family coordinator sends home placement letters to each ELL family to notify them of the ESL program their child has been enrolled in. Families are kept abreast of changes as they occur. However, in the three years since ENYESE has been open, we have yet to have 15 scholars across any two grades who have selected a program other than the ESL program currently offered here. As indicated in number 3, these letters are also copied and placed in an ELLs record Binder for the school year. A copy is also placed in the child's cumulative record.

5. As stated above we have not had many families select a Dual Language or TBE program in the past three school years. Those who are interested in such programs are informed of their right to learn about which neighboring school may offer the program of their choice.

6. The program models offered at our school are not aligned with our parent requests because we do not have an ELL population to support a Transitional Bilingual or Dual Language program.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	1

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
Dual Language										0
ESL	20	1	2	2	0	0	1	0	0	23
Total	20	1	2	2	0	0	1	0	0	23

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	EP	EL	EP																
Spanish																			0	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																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	6	5	3	1	3	4								22
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	5	3	2	3	4	0	23						

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?

1. We use a Pull-Out organizational model. Scholars are grouped in small homogeneous groups. The ELL students are pulled out by Ms. Allen, a licensed common branches teacher. We have been working with our human resources department to hire a certified ESL teacher since the start of the school year. The students travel together as a group to the ESL room for instruction. Our children receive the mandated ESL-ELA allotted instructional time based on the students proficiency levels. The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the NYS ESL and ELA standards. The ESL teacher has collaborated with classroom teachers about curriculum and students' abilities, needs and accomplishments.

Beginner and Intermediate students receive 8 periods a week of instruction. Each containing 45 minutes. Advance students receive 4 periods a week, each period also 45 minutes. The 25 ELL's are divided groups based on their proficiency levels. Differentiation occurs within the ESL lesson and the classroom as well as the students' general education classrooms.

Currently, we use components of On Our Way to English, which is a graded program. We supplement the program with additional resources for ESL instruction.

A. Programming and Scheduling Information

2. The program models are block, class travels together as a group and heterogenous, mixed proficiency levels. SIFE students are placed with the Kindergarten group in order to facilitate the beginning steps of reading including alphabet and letter and sound recognition. Students that have been in U.S. schools less than three years receives constant exposure to vocabulary and literacy instruction using a variety of manipulatives, gestures and pictures. ESL students who have been in the country for three years or longer are taught reading skills and strategies to help them comprehend what they are reading, master the common core learning standards and ultimately achieve grade level above grade level scores on the NYS ELA exam. Students with special needs receive instruction based on their IEP goals. Lesson plans are modified and differentiated for these students to ensure they can fully engage in the lesson and learn the objective that is being taught.

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

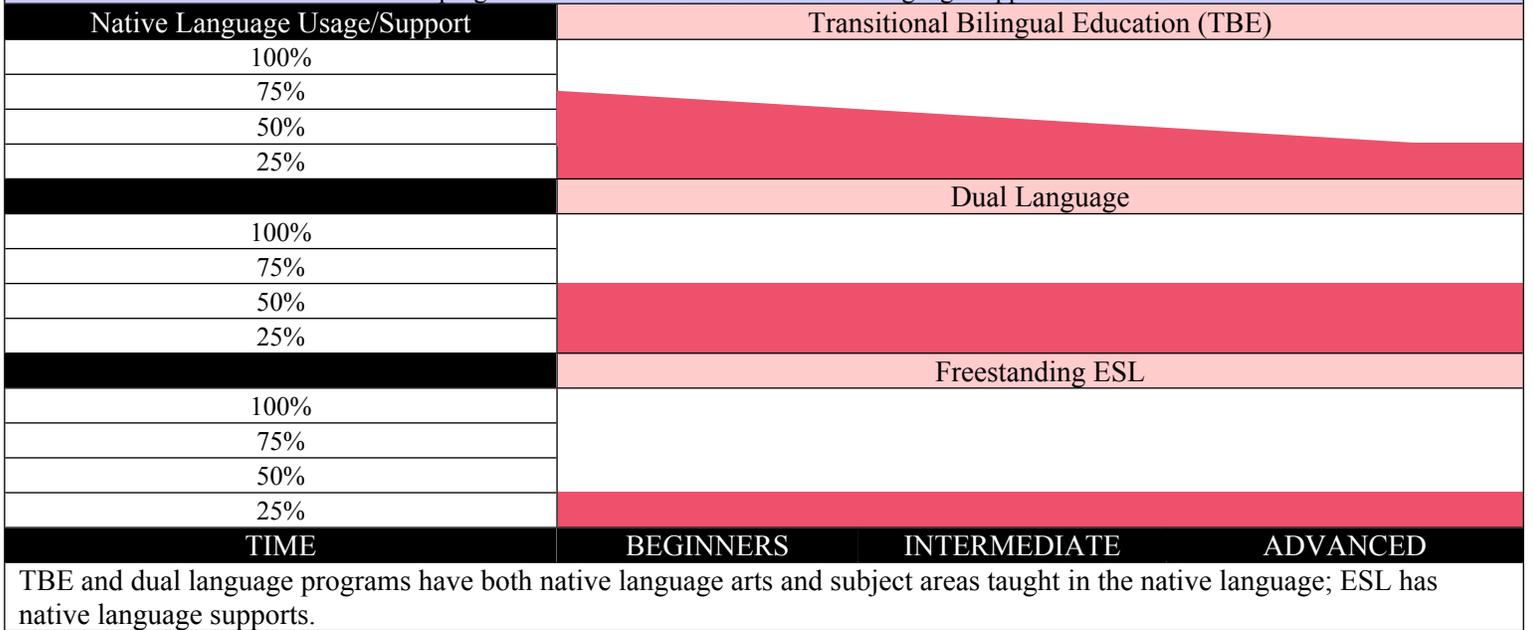
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

For literacy, we use Leveled Literacy Intervention program which is a derivative of and aligned to the Fountas and Pinnell Benchmark Assessment system. The use of two languages is utilized during standardized testing as an accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. ESL teachers also use the Spanish-English cognates/cognados during instruction as needed. Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Rigby Curriculum "On Our Way to English". This program is designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with State guidelines in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to new levels. We also work to incorporate instructional strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to role-playing and components of a Balanced Literacy program. This includes shared reading, shared writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, dramatization, text representations, and manipulatives, chants, songs, poems and charts to help them acquire language skills.

ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ESL teacher opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom.

For mathematics, we use targeted Tier 1 and Tier 2 instruction, in addition to, Do the Math, Envisions, which provide students with several opportunities to develop their proficiency in each major math standard. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

Scholars who reach proficiency on the NYSESLAT or invited to our extended day program for an additional 100 minutes of literacy instruction or pulled for small group sessions with our Academic Intervention Specialists depending on their greatest area of need. For the coming school year, we will consider using Title 3 funds to create an afterschool program for our ELL students which provides additional oral English language development and exposure opportunities. (i.e. Conversation Club). We do not plan to discontinue any ELL services at this time.

Our ELLs are invited to all school events. We ensure that all school correspondence is distributed in English as well as the Home languages of our families. We would like to extend to our scholars the opportunity to participate in any afterschool club of their choice. We will offer the following: basketball club, line dancing, chess, art, drama, spoken word and cheerleading. Last school year, we invited our families to an English language learner class for adults.

Most of our classrooms have Smartboards. This year, we are using the Envisions math program which flourishes with the use of technology. Our educators use their smartboards to enhance the learning experience of ELLs. Words and pictures are displayed to help ELL students understand the academic language that is being used to teach the lesson. Educators also use charts, and sentence strips to display pertinent information and post them for easy reference.

Native language support is offered as a scaffold to learning. Scholars are encouraged to use their peers as resources who can assist them in their acquisition of the English language. If this is unsuccessful as well as several attempts by the instructor in English, our educators use the students home language as a scaffold.

Currently all required services support and correspond to ELLs' ages and grade levels in our school.

We invite all families to our family orientation. This orientation serves as an opportunity for families to engage with key members of our school community (classroom and out of classroom teachers, administrators, PTA members, etc.), to present relevant information about our school policy's, mission, vision, curriculum, and discipline code.

We offer Spanish as an afterschool club. We currently do not have any language electives for any of our scholars during our school day.

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)?

This is not applicable to our school. We have a freestanding ESL program.

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.

Our network offers three full day professional development sessions for our ELL providers.

We work closely with our families to help them chose a school that best fits the needs of their child who receives ELL services. We will highlight and provide our families with information about specific schools that have a strong, successful ELL program. We will send letters home in both English and their home language to inform families about Middle School Choice Fairs at these schools as well.

this year we have selected questions, questioning and discussion and differentiated instruction as our professional development goals for the 2011-2012 school year. These priorities will help us meet the instructional needs of our ELL population. In addition, we provide several opportunities for our ELL teacher to present during professional development sessions and staff meetings on best instructional practices for ELLs. The goal is always to provide our educators with strategies they can walk away with and implement by the session's end.

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?

Seventy percent of our families attend our annual family orientation and curriculum night. _____ percent of our families attend events such as our Winter Expo.

2. We currently do not partner with any other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3. We evaluate the needs of our parents through PTA meetings, a monthly parent event sponsored by our school administration and the PTA called First Fridays with Families and parent surveys which are sent home with our students during the second week of school. In the survey, we ask families to provide feedback around the programs they would like to see, curriculum, etc.

4. In order to ensure that our parental involvement activities meet the needs of ESL families, we have a translator in attendance who can relay the information or their concerns to our staff.

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	2	1	0	1	1								7
Intermediate(I)	0	1	1	0	0	1								3
Advanced (A)	4	2	1	3	2	2								14
Total	6	5	3	3	3	4	0	0	0	0	0	0	0	24

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

We use the Fountas and Pinnell assessment system to assess the early literacy skills of our ELLs. The system helps us to identify the proficiency level of our ELL scholars in reading, writing, listening and speaking. For our newest ELL scholars, F&P gives us specific data around their ability to identify letter sound correspondance and phonemic awareness. This helps to inform our school's instructional plan by providing data points that we use to develop our ELL and RTI plans. We use this data to help decide which scholars will receive Tier 1 solely based on their level of proficiency and which scholars will receive Tier II or Tier III academic intervention. Based on NYSESLAT and LABR data, 7 out of 9 proficient students scored proficient in listening and speaking after receiving two years of ELL services via the freestanding ESL program. However, these scholars did not score proficient in the reading and writing component of the NYSESLAT. This data illustrates the need for our educators to utilize instructional strategies that strengthen our students' ability to engage the English Language through speaking and listening as well as reading and writing. These strategies include the use of visual anchors, modeling, explicit instruction, meaning based context and universal themes, vocabulary and language development, and guided interaction. The ELL

results from periodic assessments helps us to determine what educators will address during small and guided group instruction during every subject. Our ELL students normally fare better on math assessments than ELA Assessments due to the fact the assessments are on grade level even though their level of proficiency in English may not be. We do provide scaffolding such as reading the directions and questions twice and additional support such as time extensions when necessary and applicable, however, this does not change the assessments level of difficulty and the fact that scholars must interpret, comprehend and then answer questions based on the passages in ELA. We use Fountas and Pinnell running records to assess and measure growth at least three times a year.

Based on NYSESLAT and LABR data, 7 out of 9 proficient students scored proficient in listening and speaking after receiving two years of ELL services via the freestanding ESL program. However, these scholars did not score proficient in the reading and writing component of the NYSESLAT. This data illustrates the need for our educators to utilize instructional strategies that strengthen our students' ability to engage the English Language through speaking and listening as well as reading and writing. These strategies include the use of visual anchors, modeling, explicit instruction, meaning based context and universal themes, vocabulary and language development, and guided interaction. The ELL results from periodic assessments helps us to determine what educators will address during small and guided group instruction during every subject. Our ELL students normally fare better on math assessments than ELA Assessments due to the fact the assessments are on grade level even though their level of proficiency in English may not be. We do provide scaffolding such as reading the directions and questions twice and additional support such as time extensions when necessary and applicable, however, this does not change the assessments level of difficulty and the fact that scholars must interpret, comprehend and then answer questions based on the passages in ELA. We use Fountas and Pinnell running records to assess and measure growth at least three times a year.

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>East New York Elementary School</u>		School DBN: <u>19K677</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judy Touzin	Principal		12/19/11
Jubilee N. Ransome-Mosley	Assistant Principal		12/19/11
Zareta Ricks	Parent Coordinator		12/19/11
Ms. Allen	ESL Teacher		12/19/11
	Parent		12/19/11
	Teacher/Subject Area		12/19/11
Natalie Sepulveda	Teacher/Subject Area		12/19/11

School Name: East New York Elementary School

School DBN: 19K677

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antoinette Jenkins	Coach		12/19/11
	Coach		12/19/11
Elvin Padilla	Guidance Counselor		12/19/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K677 **School Name:** East New York Elementary School of

Cluster: 6 **Network:** 606

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 reviewed responses of the home language surveys for new admits to determine what the language needs are for our new scholars. In addition, we reviewed our list of English Language Learners. Finally, we relied on teacher accounts to make sure we included those families who speak another language at home yet have children who are English dominant.

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.

Approxiamtely 20% of our families require interpretations services although we have an ELL population of less than 10%. While the majority of our non English speaking families speak Spanish, we have a small but growing need for Bengali interpretation services. The school community will be made aware of the need through our School Leadership team meeting as well as through our weekly communication memo.

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 will use the DOE's website to access templates in Spanish and Bengali as necessary. School created notices will be sent to the translation department for translation purposes. School created notices (newsletters, announcements etc.) will be sent out to the translation Department three weeks in advance to ensure adequate time for translation and distribution for school functions.

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.

We will use our translation and interpretation allocation to ensure we have interpreters available for school functions such as conferences, the annual Title 1 Meeting, and Back to School Night. We have purchased School Messenger, a system that calls home and relays previously recorded messages to families in their home language. These various strategies help to ensure that families are aware of all events and the interpretation that is available to them.

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 append the Parents Bill of Rights to our handbook in the three top languages spoken at ENYSE (English, Spanish, and Bengali). In addition, copies of the Parents Bill of Rights will be posted in a prominent location on the first floor of the school building along with signs that read "Welcome families" and "Interpreter Available Here". Finally, we hold an annual orientation at which time we will distribute additional copies of the rights and ensure there are interpreters available.