Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: ADAM CLAYTON POWELL JR. ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M153

PRINCIPAL: KAREN BAILEY EMAIL: KBAILEY2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site**.**

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Karen Bailey	*Principal or Designee	
Kristen Cilento	*UFT Chapter Leader or Designee	
Patricia Padilla	*PA/PTA President or Designated Co-President	
Jeanette Stokes	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Hazelene Anthony	CSA Member	
Clarissa Grullon	UFT Member	
Jeffrey Gross	UFT Member	
L. Lampert Stockmeyer	Parent	
F. McCormick	Parent	
Nina Picon	Parent	
M. Ventura	Parent	
M. Encarnación	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, fourth and fifth grade students will demonstrate progress toward achieving State standards as measured by 10% increase in students scoring at Levels 3 and 4 on the NYS ELA assessment.

Comprehensive needs assessment

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

Our NYS ELA scores for the school year 2012 shows that 57% of our fourth grade students are performing at levels 1 and 2. Fifthly percent of our fifth grade students are performing at levels 1 and 2.

Instructional strategies/activities

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

Strategies/Activities

- **We use assessments such as: Analysis of ARIS reports to complete student profile; Analysis of prior NYS ELA assessments to identify the needs of the students; Analysis of DRA/TCRWP assessments to identify the needs of the students; Analysis of Diagnostic Benchmarks, Fall Assessment and Summative City Assessments to identify the needs of the students and develop plan for differentials.**
- **Monitor reading and comprehension levels using Periodic and End of Unit Assessments to identify the needs of the students.**
- **Targeting groups of students to be serviced. Flexible scheduling, extended day and after school programs.**
- **Use of performance indicators to prepare for differentiated instruction.**
- **Use of the Danielson framework to assess teaching and learning.**
- **Assurance of the integration of the CCLS tasks in the content areas. Teacher teams meet frequently and discuss alignment of the CCLS tasks, rubric design, and look at student work in order to provide feedback to students.**
- **Professional development is provided to integrate Danielson and increase instructional rigor.**
- **Assurance of the Levels 3 and 4 DOK.**
- **Teacher teams look at testing data and group students in tiers and prepare targeted lessons for each tier using DOK and UDL.**

Resources

- **NYS Testing Program, Reading Strand Instruction with Assessment, Math Solution, grades 4 and 5 levels D and E and State Assessments from the Department of Education Website.**
- **Classroom teachers, support staff, specialist/clusters.**
- **PD in implementing the CCLS and Danielson's framework for teaching and learning.**

Steps

- **Weekly grade meeting with teachers/staff.**
- **Professional Development**
- **Personal Professional Development plan by teachers.**
- **Common Planning Time**

Timeline

- **Assessments will be conducted in September, November, January, March and May.**
- **Use of different assessments to inform instruction and determine movement of reading levels.**
- **By June 2013, 10% increase in students scoring at levels 3 and 4 on the NYS ELA assessment.**

Strategies to increase parental involvement

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

Parents will be involved in the school parental involvement plan. Parents are involved in the process of school review and improvement. Our PTA meets once a month. We provide curriculum nights workshops and materials to help their children improve academic achievement. We also provide parent educational workshops for the upper grades to provide resources and assistance for preparation for the New York State Exams and middle school articulations.

Budget and resources alignment

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

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

_____ Tax Levy __X__ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Our school is currently participating in the Dance Theater of Harlem, the American Ballet, and Harlem School of Arts in order to integrate the Arts into Literacy and Math programs. We also provide an Afterschool program for grades three through five to support the students in the areas of ELA and Math in order to meet our goal of increasing 10% levels 3 and 4 student performance on the New York State Assessment.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By 2013, 30% of our Third Grade English Language Learners will achieve proficiency in State standards evidenced by scoring at Levels 3 and 4 on the NYS ELA assessment.

Comprehensive needs assessment

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

Our NYS ELA scores for the school year 2012 shows that 55% of our third grade students are performing at levels 1 and 2 on the NYS ELA assessment. Our NYSESLAT scores for the school year 2012 shows that more than 57% of our third grade students are performing at beginning and/or intermediate level.

Instructional strategies/activities

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

Strategies/Activities

- **We use assessments such as: Analysis of ARIS reports to complete student profile; Analysis of prior NYS ELA assessments to identify the needs of the students; Analysis of DRA/TCRWP assessments to identify the needs of the students; Analysis of Diagnostic Benchmarks, Fall Assessment and Summative City Assessments to identify the needs of the students and develop plan for differentials.**
- **Monitor reading and comprehension levels using Periodic and End of Unit Assessments to identify the needs of the students.**
- **Targeting groups of students to be serviced. Flexible scheduling, extended day and after school programs.**
- **Use of performance indicators to prepare for differentiated instruction.**
- **Use of the Danielson framework to assess teaching and learning.**
- **Assurance of the integration of the CCLS tasks in the content areas. Teacher teams meet frequently and discuss alignment of the CCLS tasks, rubric design, and look at student work in order to provide feedback to students.**
- **Professional development is provided to integrate Danielson and increase instructional rigor.**
- **Assurance of the Levels 3 and 4 DOK.**
- **Teacher teams look at testing data and group students in tiers and prepare targeted lessons for each tier using DOK and UDL.**

Resources

- **NYS Testing Program, Reading Strand Instruction with Assessment, Math Solution, grades 4 and 5 levels D and E and State Assessments from the Department of Website.**

- **Classroom teachers, support staff, specialist/clusters.**
- **PD in implementing the CCLS and Danielson's Framework for teaching and learning.**

Steps

- **Weekly grade meeting with teachers/staff.**
- **Professional Development**
- **Personal Professional Development plan by teachers.**
- **Common Planning Time**

Timeline

- **Assessments in September November, January, March and May.**
- **Use of different assessments to inform instruction and determine movement of reading levels.**
- **By May 2013, 50% of our ELLs will achieve proficiency in state standards evidenced by scoring at levels 3 and 4 on the NYS ELA assessment.**

Strategies to increase parental involvement

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

Parents will be involved in the school parental involvement plan. Parents are involved in the process of school review and improvement. Our support team conducts workshops on a monthly basis on a variety of topics based on the needs of our parents. School wide events are planned for each month and include parents in our effort to promote college and career readiness. Our PTA holds monthly meetings. We provide workshops both during the school day and evenings to facilitate parental participation.

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _X_____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Our school is currently participating in the Dance Theater of Harlem, the American Ballet, and Harlem School of the Arts in order integrates the Arts into Literacy and Math programs. . We also provide an Afterschool program for grades three through five to support the students in the areas of ELA and Math in order to meet our goal of increasing 10% levels 3 and 4 student performance on the New York State Assessment. Our ELLs receive ongoing support in their classrooms provided by their ESL certified teachers.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, 70% of grades K, 1 and 2 students will achieve State standards by evidenced by meeting grade level TCRWP end year benchmarks.

Comprehensive needs assessment

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

Our DRA and TCRWP scores for the school year 2012 shows that 38% of our early childhood students (K, 1 & 2) are performing at levels 1 and 2.

Instructional strategies/activities

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

Strategies/Activities

- **Small group instruction/differentiated instruction.**
- **Ongoing assessment trough conference with students that provide next steps**
- **End of Unit Assessments to evaluate their interventions and develop differentiated or individual action plan for students in need.**
- **Use of Danielson's framework to assess teaching and learning.**
- **Assurance of the integration of the CCLS tasks in the content areas.**
- **Assurance of the levels 3 and 4 DOK.**

Periodic Assessments

- **TCRWP**
- **DRA**

Resources

- **Classroom teachers, support staff, specialist/clusters.**
- **PD in implementing the CCLS and Danielson's Framework for teaching.**

Steps

- **Weekly grade meeting with teachers/staff.**
- **Professional Development**
- **Personal Professional Development plan by teachers.**
- **Common Planning Time**

Timeline

- **Assessments in September November, January, March and May.**
- **Use of different assessments to inform instruction and determine movement of reading levels.**
- **By May 2013, 65 % of our early childhood students will achieve State standards by evidenced by meeting grade level TCRWP end year benchmarks.**

Strategies to increase parental involvement

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

Parents will be involved in the school parental involvement plan. Parents are involved in the process of school review and improvement. Our PTA meets once a month. We provide curriculum nights workshops and materials to help their children improve academic achievement. Targeted parent educational workshops of the early childhood grades specifically in the areas of early literacy, motivational and emotional support, and resources for at risk students.

Budget and resources alignment

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

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

_____ Tax Levy _X_ Title I _____ Title IIA _____ Title III _X_ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

The school currently offers three Universal Pre-Kindergarten classes in order to foster our student's academic, social and emotional achievement.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Strengthen classroom teaching and learning and professional development by engaging in more frequent opportunities to examine practice and provide feedback using the Framework for Teaching by Charlotte Danielson.

Comprehensive needs assessment

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

Teachers will be provided feedback using Danielson rubric in order to promote their professional growth.

Instructional strategies/activities

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

Strategies/Activities

- **Teacher Team Meetings – Teachers develop collaborative lessons aligned with expectations;**
- **Teachers meet during common planning periods and use various protocols to examine pieces of students work;**
- **Teachers score CCLS literacy and math tasks,**
- **Analysis of students' assignments based on Depth of Knowledge (DOK)**
- **Monitor students' progress using DRA/TRCWP assessments**

Resources

- **Study Group – Enhancing Professional Practice by Charlotte Danielson**
- **Teacher Teams**
- **PD on implementing and executing Danielson Framework for Teaching**

Steps

- **Cabinet Meetings**
- **Professional Development**

Timeline

- **Baseline assessment in Fall**
- **Interim assessment in Spring**
- **End of year in June 2013, teachers would have feedback from many observations.**

Strategies to increase parental involvement

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

Parents will be involved in the school parental involvement plan. Parents are involved in the process of school review and improvement. Our PTA holds Title I meetings and provides information in a timely manner. Our PTA meets once a month. We provide curriculum nights workshops and materials to help their children improve academic achievement.

Budget and resources alignment

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

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

_X_____ Tax Levy _X_____ Title I _____ Title IIA _____ Title III _X_____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Mentor teachers, coaches, and grade level teacher leaders will meet frequently to assess needs and provide ongoing professional development for all teachers. Teachers will create personal professional development plans based on Danielson and professional development will be plan accordingly.

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	**Guided Reading**	Tier 1 students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in ELA. Groups are differentiated based on DRA and acuity assessment results. Small group instruction three times per week – 45 minutes. Tier 2 students receive instruction during 37 1/2 minutes period, four times a week in small groups.	All services are provided during the school day and afterschool.
Mathematics	**Academic Intervention Services**	Tier 1 students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Math. Groups are differentiated using the predictive diagnostic assessment data. Small group instruction using performance indicator to address student needs. Small group tutoring four times per week, 45 minutes. Tier 2 students receive instruction during 37 1/2 minutes period, four times a week in small groups.	All services are provided during the school day and afterschool.
Science	**Foss/Delta Inquiry Based Approach**	Tier 1 students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Science. Assessing Students' progress via observations, End of Unit tests and summative	All services are provided during the school day and afterschool.

		assessments. Using an inquiry based approach to focus on concepts development-three 45 minutes session per week and presentations at science fair for students K-5. Tier 2 students receive instruction during 37 1/2 minutes period, four times a week in small groups.	
Social Studies	**NYS Social Studies Core Curriculum**	Tier 1 students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Social Studies. Assessing students' progress via observations, End of Unit tests and summative assessments between four and six times. Integration of fiction and non-fiction reading into units of study three 45 minutes sessions per week. Focus on contend area reading to support comprehension of non-fiction text. Tier 2 students receive instruction during 37 1/2 minutes period, four times a week in small groups.	All services are provided during the school day and afterschool.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	**Socio-emotional counseling and support**	For 3rd, 4th, & 5th grade students counseling focuses on the socio-emotional needs that may prevent students from developing effective learning skills. Individual counseling focuses on students' difficulties with self-esteem, separation anxiety, sadness, loss and bereavement and aggressive behaviors. Group counseling is delivered to reinforce group dynamic skills and to foster interactions amongst students. Meetings with parents take place to develop a proactive plan for students, as well as to discuss crisis of children with some level of emotional needs. Instructional Support Team School Psychologist serves our high risk	All services are provided during the school day.

		students and families with social/emotion counseling and support. K, 1st & 2nd grade students receive counseling addresses students' emotional/behavioral difficulties, as they can impact on academic learning. Individual counseling focuses on students' difficulties with self-esteem, separation anxiety, sadness, loss and bereavement and aggressive behaviors. Group counseling is delivered to reinforce group dynamic skills and to foster interactions amongst students. Meetings with parents take place to develop a proactive plan for students, as well as to discuss crisis of children with some level of emotional needs.	

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.

Our teachers are HQT as of BEDS report from 2011-2012. The school has a safe environment and an inclusive culture that support progress towards the school's professional, academic and social-emotional learning goals. The staff is included in the decision-making process of the school.

In terms of Professional Development, our school personnel will receive professional development during preparation periods, Professional Development days designated by the Chancellor, during grade meetings, interclass visitations, and others. The PD will include incorporating DOK, UDL into the literacy block, using 21st century skills and technology to teach English, supporting newly arrived ELLs in the upper grades, as well as CCLS and Danielson's Framework.

Furthermore, all staff is required to write their own professional development plan. Professional Development will be differentiated based on the teachers PPD. The PD would be provided by our Mentor teachers, coaches, grade teacher leaders as well as outside consultants. The PD will be conducted throughout the school year.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 407	District 06	Borough Manhattan	School Number 153
School Name Adam Clayton Powell Jr. Elementary Schoo			

B. Language Allocation Policy Team Composition ⓘ

Principal Karen Bailey	Assistant Principal Sol Idalia Flores
Coach Miriam Anderson	Coach
ESL Teacher Evelyn Mbame	Guidance Counselor Yira Ramirez
Teacher/Subject Area Clarissa Grullon	Parent
Teacher/Subject Area	Parent Coordinator Stephanie Pratt
Related Service Provider Miguel Mercado	Other
Network Leader Varelton McDonald	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	9	Number of certified bilingual teachers	9	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4		

D. School Demographics

Total number of students in school	980	Total Number of ELLs	334	ELLs as share of total student population (%)	34.08%

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the 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 NYSESLAT.

When any child registers at PS 153, a parent or guardian must complete the Home Language Identification Survey (HLIS) with Ms. Porter, our registration officer. The Language Allocation Policy Team, the Professional Development Team, and the administration collectively chose Ms. Porter for this role because of her attention to detail, her ability to carry out tasks independently and without error, and her pleasant rapport with families. Further, Ms. Porter works in the registration office, so she is easily accessible and readily available. This expedites the registration process and helps parents to have a positive first experience in our school. Ms. Porter interviews each parent/guardian and child to determine their dominant language and helps them complete the HLIS. She ensures that the survey is filled out correctly and is an accurate reflection of the families' linguistic abilities and needs. If translation is necessary, two Spanish language translators are housed in the same office.

When possible, Sol Idalia Flores, an Assistant Principal and data specialist, administers the LAB-R to eligible students immediately following registration. Otherwise, a grade supervisor conducts a second student interview and places the child in the appropriate classroom setting. Each Friday, Ms. Flores compiles a list of newly admitted students, cross checks the HLIS with their linguistic code in ATS to ensure accuracy, and reads each child's test history. When a student's primary language is not English and s/he has no prior LAB-R history, she administers the exam. If the child does not pass and natively speaks Spanish, Miguel Mercado, the bilingual SETTS teacher, tests the child with the Spanish LAB. Ms. Flores regularly maintains a database of unofficial LAB-R and Spanish LAB scores so that the school community has access to them before they are published.

Each spring, Hazelene Anthony, AP and testing coordinator, and Ms. Flores review ELL data to determine who is will take the NYSESLAT. This is a careful data verification process that ensures we test each eligible child. They print the Revised LAB/ NYSESLAT Eligibility Roster (RLER) and the entire school's test history. They then cross-reference the two documents with each other and with the informal LAB-R results to create the most up-to-date and comprehensive list of students who will be tested. They then print a school-wide Official Change of Attendance (RCAL) from ATS and highlight the English Language Learners (ELLs). Each of the four adjacent columns on the document is labeled "speaking, listening, reading, or writing". As proctors complete each component of the test and return the completed answer documents, the testing coordinator checks off the appropriate column for each student. This precise record keeping system helps us to fully test every ELL and prevents invalid scores. It also identifies the few students each year who need to be tested but do not automatically print out on answer documents, including those whose LAB-R scores do not yet show in the test history.

2. What structures are in place at your school to ensure that parents understand all three program choices? Please describe the process, outreach plan, and timelines.

When parents and guardians register their ELL eligible students, they also fill out the Parent Selection Form. They have the opportunity to speak with the registration team, an ESL teacher, the parent coordinator, or administrator in order to make an informed decision. All staff members provide parents with the same information regarding the qualities of each ELL program available in New York City. It is the same information that is presented in the parent orientation video.

We also host an ELL Parent Orientation each fall because the large majority of our newly arrived ELLs come in September and early October. Although we do speak individually with parents and guardians at registration, it is also important to have an official orientation during which parents view the parent orientation video and have a chance to hear about the available programs once more. If, for any reason, a parent/guardian has not filled out a Parent Selection Form, they do so at this time. Presenters field questions in English and Spanish, and parent volunteers may be available to translate into other languages if necessary. Although the overwhelming majority of our parents/guardians do choose ESL or Dual Language, we are prepared to provide parents with a list of schools who offer transitional bilingual programs if that is their preference.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Parent Selection Forms are returned? (If a form is not returned, the default program is TBE)

Entitlement letters are distributed via backpack and mail. Parent Selection Forms are distributed at registration and the Parent Orientation; they are also sent home by classroom teachers when necessary. In all cases, when a parent/guardian does not return these forms, the school sends reminder notices and calls the home.

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.

ELL students are placed according to the Parent Selection Form, their native language, and their English language proficiency level. We do have a continually increasing population of non-Spanish-speaking ELLs, who are placed in ESL self-contained classrooms unless their parents request that they learn English and Spanish by participating in the Dual Language program. This, however, is a very small and select group of students; most non-Spanish-speaking ELLs are in ESL classes. If the parent selects to, Spanish-speaking ELLs can be placed in our very sought-after Dual Language program or they can opt for more English immersion in an ESL class.

In the event that a parent does not return the Parent Selection Form in a timely manner, administrators make an informed decision as to where the child will be best suited both linguistically and academically. Again, non-Spanish-speaking students most commonly go to ESL classes. Those who are literate in English and Spanish might go to Dual Language, and those who are not would more likely to go to an ESL class. Other considerations include length of time in the country, language support at home, the previous year's report card, and the personalities of the student and teacher. While we know that the appropriate program placement is extremely important for academic, linguistic, and social development, we also know that all teachers transition ELLs from their native language towards proficiency in English. We value consistency in program placement as opposed to one program over another.

5. After reviewing the Parent Survey and Program Selection forms over the past few years, what is the trend in program choices that parents have requested? (Please provide numbers)

Parent Survey and Program Selection choices have shifted from largely bilingual and ESL to largely Dual Language and ESL.

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? Please describe specific steps underway.

Yes, program models are aligned with parent requests. As the Dual Language program has gained momentum over the years, the majority of parent choice has shifted from Transitional Bilingual to Dual Language. Through parent feedback and anecdotal evidence, we have learned that many parents want their children to still learn in Spanish but prefer them to become bilingual, biliterate, and bicultural as opposed to using Spanish as a support to learn English. They value the culture and community of the Dual Language program, and they appreciate that it makes a large school feel smaller. As educators, we fully support this shift in parental choice because we know that our Dual Language classes have consistently outperformed our Transitional Bilingual classes on state tests and in school-based assessments. For that reason, we offer two Dual Language classes on each grade, and we nurture the development and growth of the program. We no longer have Transitional Bilingual classes, but we take great care to transition new arrivals from Spanish

to English regardless of the program in which they are enrolled. We also service these children through our Inquiry Team work, and we are currently launching two team projects designed specifically for newly arrived ELLs in third through fifth grade.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☒ **1**☒ **2**☒ **3**☒ **4**☒ **5**☒ **6**☐ **7**☐ **8**☐ **9**☐ **10**☐ **11**☐ **12**☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☒ No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☒ No☐	If yes, indicate language(s): Spanish

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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)				1										**1**
Dual Language (50%:50%)	2	2	2	2	2	1								**11**
Freestanding ESL														
Self-Contained	1	1	1	1	1	1								**6**
Push-In														**0**
Total	**3**	**3**	**3**	**4**	**3**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**18**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	334	**Newcomers (ELLs receiving service 0-3 years)**	264	**Special Education**	25
SIFE	3	**ELLs receiving service 4-6 years**	67	**Long-Term (completed 6 years)**	3

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	5	0	5	5	0	5	0	0	0	10

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language	92	1	0	17	0	0	0	0	0	109
ESL	78	1	0	15	0	0	0	0	0	93
Total	**175**	**2**	**5**	**37**	**0**	**5**	**0**	**0**	**0**	212
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				10										**10**
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**	**0**	**0**	**10**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**10**

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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	18	19	40	9	17	27	13	34	15	27	6	20							**109**	**136**
Chinese																			**0**	**0**
Russian																			**0**	**0**
Korean																			**0**	**0**
Haitian																			**0**	**0**
French																			**0**	**0**
Other																			**0**	**0**
TOTAL	**18**	**19**	**40**	**9**	**17**	**27**	**13**	**34**	**15**	**27**	**6**	**20**	**0**	**0**	**0**	**0**	**0**	**0**	**109**	**136**

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers: 0
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	14	15	15	10	16								84
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	2		1									4
Haitian		1												1
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1		1	1								3
TOTAL	14	16	19	15	12	17	0	0	0	0	0	0	0	93

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?

1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-In, Pull-Out, Collaborative, Self-Contained)?

ELLs receive all instruction in a self-contained model. That is, the classroom teacher, who holds an ESL or Bilingual license, provides services to each ELL in his or her class.

b. What are the program models (e.g., Block; Ungraded; Heterogeneous; Homogenous)?

ESL and Dual Language program models are both heterogeneously mixed according to academic and linguistic proficiency.

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?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154?

In the Dual Language program, ESL/ELA, and NLA are provided in a one to one ratio. This is a side-by-side model, in which the teachers remain stationary and each class alternates between teachers on alternate days. Therefore, fifty percent of instruction is delivered in English and fifty percent in Spanish.

In the ESL program, most instruction and resources are in English, and there are varying amounts of native language support depending on the native language and the student's proficiency in English.

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.

In the Dual Language program, fifty percent of all instruction occurs in English and fifty percent in Spanish. In ESL classes, most instruction occurs in Spanish with varying amounts of native language support depending on a child's needs. In both programs, instructional methodology includes whole group, small, group, and one-on-one instruction within the workshop model. All content areas include a hands-on approach to learning and utilization of technology.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

A. Programming and Scheduling Information

Our goal is to introduce or reintroduce SIFE students into a school setting and provide them with the tools that they need to successfully learn English, make academic gains, and learn to navigate American culture. We differentiate instruction within the classroom by providing them with materials that are both age appropriate and meet them at their linguistic and instructional level.
We also stream students to classrooms where they can engage in learning foundations of reading and pairing up with buddies who speak their native language. Finally, we offer students the opportunity to spend their lunch periods in Lunch Bunch with a guidance counselor and other students so that they can develop social and linguistic skills in a small and nurturing environment.

b. Describe your plan for ELLs in US schools for less than 3 years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
These students are engaged in the same curriculum as the rest of the student body, but they receive additional linguistic support and more small group instruction in ESL and Dual Language settings. The classroom teachers focus heavily on reading, writing, listening, and speaking through the use of technology because we have found that it invokes a high student interest. They engage in interactive work online and build linguistic skills in that manner. These students are also targeted for 37 ½ minutes, Extended Day, Saturday Academy, and PIP.

c. Describe your plan for ELLs receiving service 4-6 years.
We know that these students are traditionally very strong in listening and speaking, but they struggle to gain proficiency in reading, writing, and the content areas. Therefore, in conjunction with their teacher, each of these students create personal goals for each unit of study. These goals address their specific areas of need and motivate students to work beyond their former expectations. Teachers and students assess and realign goals in one-on-one conferences based on data from ITAs and Predictive Assessments. This individual attention and progress monitoring is key to preventing students from becoming long-term ELLs.

d. Describe your plan for Long-Term ELLs (completed 6 years).
Long-term ELLs are students who have not benefitted enough from the traditional classroom experience including differentiated instruction and individual goal setting. Therefore, their needs necessitate a more aggressive form of academic intervention. This involves additional tutoring in both English and their native language, if possible.

e. Describe your plan for ELLs identified as having special needs.
Instructional plans vary depending on each student's IEP.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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?

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 languages in which they are offered.
Over the past few years, data has shown that lower grade content area intervention is most needed in ELA. For that reason, we have purchased a new reading program that will be used to supplement Readers and Writers Workshop. Along with building literacy skills, Reading Street also has an ESL component that will allow teachers to do more direct instruction on grammar and vocabulary building. In the upper grades, we have found that ELLs more commonly need intervention in both ELA and math. They are eligible to participate in PIP groups, extended day, extended day after school, Saturday Academy, and bilingual SETTS if they speak Spanish.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
Many of our students who become proficient in English, as determined by NYSESLAT, are in the Dual Language program. For them, very little changes occur in their instruction once they become English proficient (EP), so as to maintain the integrity of the program for all students in the class. However, students in ESL classes who pass the NYSESLAT may or may not remain in an ESL class. In either case, the teacher continues to provide EP students with additional linguistic supports and a truly differentiated learning experience. Because our school services such a large population of ELLs, all teachers utilize ESL methodologies and share best practices for ELLs. We believe that ESL is just good teaching and that all students, regardless of ELL status, deserve to receive the benefits of it.

7. What new programs or improvements will be considered for the upcoming school year?
As mentioned, this year we are launching Reading Street, a literacy program for lower grades. It will support students in reading and writing as well as English language acquisition. We are also focusing two of our CFI studies on newly arrived ELLs in the upper grades and one study on third grade bottom third ELLs in literacy.

8. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs or services for ELLs.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have the same access to school programs, if not more. For example, Dual Language students have an extended day from 8:00-2:58 Monday through Friday during which they receive additional tutoring and special programs. They also participate in the School-wide Enrichment Model (SEM), which is limited to Dual Language and Gifted and Talented classes. Beyond those programs, they are able to join any club or team including but not limited to boys and girls soccer, boys and girls basketball, cheerleading, boys and girls track, orchestra, and vocal club.

10. What instructional materials, including technology, are used to support ELLs (include content areas as well as language materials; list ELL subgroups if necessary)?
ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com, unitedstreaming.com, teachervision.com,

educationplace.com, and starfall.com. These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills.

11. How is native language support delivered in each program model?
In Dual Language, native language support is abundant. Every other day ELLs receive 100% of their instruction in their native language as well as all of their materials and assessments. In ESL, native language support is more subtle and includes books in the native language, partners who speak their language, and when possible, native language support from the teacher him/herself.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?
We know that learning a second or third language is extremely challenging and will affect a child's self-esteem in a profoundly positive or negative manner. We take great precautions to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as a learner. Therefore, we provide supports and resources that will be appropriate for each child considering their level of English proficiency, their academic standing, and their age.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
In previous years, new entrants have participated in Title III programs focusing on orientation New York City and American culture.

14. What language electives are offered to ELLs?
ELLs from all native language backgrounds are able to participate in our Spanish/English Dual Language 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)?

How much time (%) is the target language used for EPs and ELLs in each grade?
All students, whether EPs or ELLs, receive 50% of their instruction in English and 50% in Spanish.

2. How much of the instructional day are EPs and ELLs integrated ? What content areas are taught separately?

EPs and ELLs are integrated for 100% of the instructional day. Our model strives to have 50% EPs and 50% ELLs in each class, although those percentages change as ELLs become proficient in English. All content areas are taught by the classroom teacher within the regular school day.

3. How is language separated for instruction (time, subject, teacher, theme)?
Students alternate between teachers each day so that they receive instruction in English from one teacher on one day and in Spanish from the other teacher the next day. The only exception is that the students remain with the same teacher for writing for the duration of one month. This way they have time to focus on and develop skills in one language at a time.

4. What Dual Language model is used?
We use the side-by-side model, in which teachers remain stationary and students alternate between teachers each day. Therefore, they receive one full day of instruction in Spanish and the following day they receive English instruction, with the exception of writing, which is taught in one language for a month at a time.

5. Is emergent literacy taught in the child's native language first, or are both languages taught at the same time?
Both languages are taught at the same time.

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.

Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
ELL personnel will receive professional development during the monthly faculty conferences, during lab sites, and following learning walks/instructional rounds. Specifically, the PD will include incorporating Reading Street into the literacy block, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. Also, all staff is required to write their own professional development plan.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or high school?
On a weekly basis, the support staff provides fifth grade teachers and with an assembly that focuses on adolescent behavior and physical changes, appropriate social conduct, cultural diversity, and discovering a career path.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.
All staff will receive the same professional development that is described above for ESL and Dual Language teachers. We believe that all of us are teachers of ELLs, regardless of the program in which they teach. This PD will occur during the monthly faculty conferences, during lab sites, and following learning walks. Specifically, the PD will include incorporating Reading Street into the literacy block, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. Also, all staff is required to write their own professional development plan.

E. Parental Involvement

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

1. Describe parent involvement in your school, including parents of ELLs.
We have an active Parent Teacher Association with growing membership each year. The school also provides parent workshops on topics including ARIS training, using assessment data, and how to support academic growth at home. All workshops are presented in English and Spanish; parent volunteers are recruited to translate into other languages as needed.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We partner with CBOs that come to our school to present information to parents and students alike. Organizations include the MORE Program, a dyslexia organization, CPR training, Learning Leaders, Harlem Hospital, and Project SOAR.

3. How do you evaluate the needs of the parents?
We create monthly surveys to find out parents' needs and wants. The surveys are distributed in English and Spanish.

4. How do your parental involvement activities address the needs of the parents?
The monthly parent surveys indicated that parents were in need of evening ESL classes as well as computer and technology classes. We now offer those programs.

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)	28	40	19	17	9	4								117
Intermediate(I)	0	24	19	23	16	15								97
Advanced (A)	12	16	16	12	20	17								93
Total	40	80	54	52	45	36	0	0	0	0	0	0	0	307

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		5	4	3	3	1							
	I		33	18	8	3	4							
	A		24	25	27	28	12							
	P		9	4	11	7	17							
READING/ WRITING	B		32	14	14	5	2							
	I		21	15	23	16	15							
	A		15	14	8	20	17							
	P		3	7	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	9	22	6	0	37
5	6	18	7		31
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2	2	0	0					4
4	4	17	19	0					40
5	3	15	15	3					36
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	5		11		15		4		35
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.

What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
On average, the large majority of our students across grades perform at Intermediate or Advanced levels on the NYSESLAT. However, a closer look at the data reveals some interesting trends. In first grade, the bulk of students are beginning and intermediate students; in second grade they are rather even distributed among proficiency levels; and by third grade the numbers begin to flip. The upper grades have a much higher concentration of intermediate and advanced proficiencies, especially considering that nearly half of the beginner level students are also NYSAA students.

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
In general, our students become advanced or proficient in listening and speaking quite quickly, but they take much longer to attain the same level of achievement in reading and writing. This necessitates that we focus intently on building reading and writing proficiency in our ELLs.

3. 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?
In general, ELLs are performing exceedingly well on the New York State Math Test. Last year, ninety percent of ELLs scored a three or four on this exam.

4. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
b. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
We do not currently administer the ELL Periodic Assessment because we use curriculum-based assessments instead.

5. For dual language programs, answer the following:
a. How are the English Proficient students assessed in the second (target) language?
EP students are assessed in Spanish with EL SOL as well as Spanish versions of Everyday Math and science summative assessments.

b. What is the level of language proficiency in the second (target) language for EPs?
EP's level of language proficiency is proportionate to their grade. That is, in kindergarten, EPs attain oral and listening skills in Spanish, and as they receive more literacy instruction in each grade, they become proficient readers and writers in Spanish. It is the expectation that by fifth grade, each student is proficient in listening, speaking, reading, and writing in both languages. They are also expected to be at least bicultural and have the ability to navigate multiple cultures.

c. How are EPs performing on State and City Assessments?
Overall, EPs in Dual Language are performing in accordance with their grade-level peers.

6. Describe how you evaluate the success of your programs for ELLs.
The results of state and citywide tests inform our school community as to the success of our programs.

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: _____		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Bailey	Principal		1/1/01
Sol Idalia Flores	Assistant Principal		1/1/01
Stephanie Pratt	Parent Coordinator		1/1/01
Evelyn Mbame	ESL Teacher		1/1/01
	Parent		1/1/01
Clarissa Grullon	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Miriam Anderson	Coach		1/1/01
	Coach		1/1/01
Yira Ramirez	Guidance Counselor		1/1/01
Varelton Mc Donald	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 06M153 **School Name:** Adam Clayton Powell Jr

Cluster: 4 **Network:** 407

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.

P.S. 153 assess written translations and oral interpretation needs in a variety of ways. The first data we receive is on the Home Language Identification Survey in "Part 3 Parent Information." Parents inform us of the language in which they would like to receive written information as well as in what language they would like to communicate orally with the staff. After the form is filled out, our parent coordinator touches base with the parents again to ensure that they are receiving information and communicating with the staff in a language they understand. Lastly, because the large majority of our ELL parents speak Spanish, we have a Spanish - speaking sschool safety officer and a Spanish - speaking office staff so that when these parents enter the building or office, they will be sure to find someone with whom they can communicate comfortably.

All notices sent home from the school are in English and Spanish sice it is overwhelmingly the linguistic need of our parents we do also send home some information in Arabic when translations are available. For Parent - Teacher Conferences, we position staff members throughout the building to translate in Spanish and German; they are also available throughout the year.

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.

The significant majority of translation needs are from English to Spanish. Teachers are aware of the parents who need translation services and either communicate with them in Spanish or have another staff member translate. Occasionally, there is a need to translate in Arabic or Sonike. In these cases, we generally have community based organization members to traslate for these parents. The school community is such that teachers of non-Englsh and non - Spanish speaking students communicate their translation needs with each other.

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.

As stated, most wrtitten translation needs are from English to Spanish. Therefore, the vast majority of our translation needs are provided by in - house staff. We also provide written translation for covered languages (Arabic, Bengali, Chinese, Hatian Creole, Korean, Russian, Spanish and Urdu) for documents that come from the Department of Education.

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.

As stated, most oral interpertation needs are from English to Spanish. Therefore, the vast majority of our translation needs are provided by in - house staff. We also use the Translation Unit.

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.

All DOE required parental notificaitons indicated above are translated into the home language by NYCDOE translation services and mailed home to parents. Face to face parent meetings will utilize staff translators for Spanish and when needed we also use the NYCDOE translation phone conference for all other languages. All student specific information regarding health and safety will be translated into the home langauge via NYCDOE translation or staff translator in Spanish if needed to be expedited.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Adam Clayton Powell Jr	DBN: 06M153
Cluster Leader: 407	Network Leader: Debra Lamb
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☒Saturday academy ☐Other:
Total # of ELLs to be served: 187 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 10 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: After analyzing our data (ELA, MATH and NYSESLAT scores) we determined that an After School Program as well as a Saturday Program are needed for or ELL population. The After School Program will run from February through May from 3:00 pm to 4:00 pm. The students will receive instruction in English in the area of Literacy and Math following the core curriculum. In addition, activities were designed to develop their language acquisition skills. There will be two classes per grades 2, 3, 4, and 5, and one class for grades K and 1. The students will be serviced by ten certified ESl/ Bilingual teachers. This program is for all ELLs, including students with special needs. One of the books for this program will be Lectura Fonetica - Taking the High Road (scafolding techniques). The Dual Language Saturday Arts Program will run from February through May from 9:00 am - 12:00 pm. The students will receive instruction through different modalities in order to enhance their English language arts skills. The field day trips would support this program.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: After analyzing our data, we determined that our staff needs professional development for integrating the needs of our ELLs into the CCLS. ELL personnel will receive professional development during the monthly faculty conferences, interclass visitations, and lab sites among others. Specifically, the PD will include incorporationg Reading Street into the literacy block, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. Also, all staff is requiered to write their own professional development plan. The PD would be provided by our proficient ESL teachers as well as outside consultants. The PD will be conducted throughout the schoool year.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider

Part D: Parental Engagement Activities
• how parents will be notified of these activities
Begin description here: We have an active Parent Tacher Association with a growing membership in the non-English speaking community. The school provides paent workshops on a variety of topics such as ARIS, NYSESLAT, ussing assessment data, and how to support academic growth at home. We offer a parent orientation for our new students in grades Pre-K and Kindergarten as well as to our NCLB students in order to aclimate them to our school community. We offer different activities such as our Brest Cancer Awareness Day, monthly math competitions and literacy celebrations in order to high light the accomplishments of the students, character book day, and so on. These activities/ workshops last throughout the school year. They are provided by our staff as well as by outside consultants. All workshops/ activities are provided in English and Spanish; parent volunteers are recruited to translate into other languages as needed.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $40664		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $40664		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL	$40,664.00	$40,664.00