



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EDWARD K. ELLINGTON ELEMENTARY SCHOOL

DBN: 28Q140

PRINCIPAL: DAVID NORMENT

EMAIL: DNORMENT@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

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
David Norment	*Principal or Designee	
Daniel Goldberg	*UFT Chapter Leader or Designee	
Shani Faure	*PA/PTA President or Designated Co-President	
Robbyn Hasberry	Member/ Principal's Designee	
Teresa Cartier	DC 37 Representative	
Lashawna Colliard	Member/ Parent	
Wydia Gavin	Member/ Parent	
Dayniece Young	Member/ Parent	
Dawn Thompson	Member/ Parent	
Gail Harris	Member/ Parent	
Karine Stephenson	Member/ Teacher	
Abra Parker	Member/ Para-professional	

** 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

By June 2013 80% of students will improve rigor in **ELA social studies and Science** by engaging in more challenging tasks aligned with **Common Core Learning Standards (CCLS)** that require students to ground reading writing and discussion in evidence from text.

Comprehensive needs assessment

Based on the ELA results from the 2011-2012 state assessments, approximately 31% of all students received a level 3 or 4. Sixty nine % of students did not perform on grade level according to the state. Over 62% of the students in grades 4 & 5 did not make adequate progress on the ELA state assessment. These results were fairly predictable based on the internal assessments (Acuity & i-Ready) administered between Jan 2012 and March 2012. In grades Pre-K – grade 5 there was no comprehensive reading program that guided the horizontal and vertical alignment of instructional content taught. This significantly impacted the level of rigor and complexity of text used during teaching. Based on an item analysis from the 2012 ELA exam it was clear that students struggled with questions that required students to read non-fiction text and respond in writing to those texts.

Instructional strategies/activities

- Throughout the school year, school leaders will work with the network ELA achievement coach to develop and deliver PD workshops for teachers regarding how to use student work to further align ELA units with CCLS.
- Teachers will grade student writing pre and post unit performance tasks using common rubrics
- Teachers will continue to collaboratively plan writing units that improve students' capacity in the use of evidence from complex text.
- Teams will continue to infuse opportunities to read and respond to a combination of literary and informational texts in lesson plans and units of study.
- Teachers will implement writing unit and, during teacher team meetings throughout the year, teachers will use protocols to assess the effectiveness of the writing unit.
- The Principal, APs, instructional Leads will work with teacher teams to use instructional resources from the Common Core Library to serve as design models.
- The Principal, Assistant Principals will provide support and monitor the implementation of writing units throughout the school year.
- The Danielson framework is used for formative feedback and as the basis for creating Individual Professional Development Plans to support improved teaching practices in ELA, when applicable
- Teachers and teacher teams regularly examine and track performance trends based on a common rubric to understand success towards meeting this goal

Strategies to increase parental involvement

- The Parent Coordinator will serve as a liaison between the school and families. The Parent Coordinator provides 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;

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

In order to provide our targeted student groups (ELLs, ELLs with Individualized Educational Plans (IEPs), Students with Disabilities , and at-risk students) with additional instruction and student support programs, we are utilizing Title III, FSF, and Title I funding for the following programs in accordance with Federal, State and local services, including programs supported under NCLB:

- SWD After-school Academy – FSF, Title III
- After School Academy – Title I, FSF
- Saturday Program – Title 1, FSF
- Chess In Schools – TL FSF
- Anti Bullying – FSF, Title I
- Respect for All – FSF, Title I

Our school carefully monitors the effectiveness, coordination and integration of these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and that there is equity and access so that all eligible students (including students in targeted subgroups: ELLs, ELLs with IEPs, SWD, and at-risk students) are provided with services to expedite their progress toward greater access to the CCLS and ensure our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

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

By June 2013 80% of students will improve rigor in **mathematics** by engaging in more challenging tasks aligned with **Common Core Learning Standards (CCLS)** that strengthen skills in fluency, application and conceptual understanding.

Comprehensive needs assessment

Based on the Math results from the 2011-2012 state assessments, approximately 37% of all students received a level 3 or 4. Sixty three % of students did not perform on grade level according to the state. Over 58% of the students in grades 4 & 5 did not make adequate progress on the Math state assessment. These results were fairly predictable based on the internal assessments (Acuity & i-Ready) administered between Jan 2012 and March 2012. In grades Pre-K – grade 5 there was limited horizontal and vertical alignment of instructional content taught. This significantly impacted the level of rigor and complexity of text, and the real world connections to Math used during teaching. Based on an item analysis from the 2012 Math exam it was clear that students struggled with questions that required students to answer multi-step problems and those short response questions that require developing mathematical formulas from word problems.

Instructional strategies/activities

- Administration, Regular Education Teachers, Special Education Teachers, Para-professionals and all additional instructional staff work with network math achievement coach to provide professional development that deepens understanding of math content and math shifts as outlined in CIE
- Administration, Regular Education Teachers, Special Education Teachers, Para-professionals and all additional instructional staff reorganized the math scope and sequence of each grade to align with CCLS so that math content emphasis by cluster covers fewer topics and allows for more time to focus on the major work of each grade
- Administration, Regular Education Teachers, Special Education Teachers, Para-professionals and all additional instructional staff used common assessments in math at set intervals throughout the year to monitor student progress and make revisions to teaching practice that includes providing scaffolds that support access to the grade level curriculum and extensions that appropriately challenge student's thinking and increase their complexity of thinking
- Students will be given Math baseline assessments, periodic assessments Acuity and other assessments to track student performance trends for individual students and groups of students in order to identify performance gaps set instructional goals in math.
- Teachers and students ask high-level questions that stimulate thinking and reasoning
- Teachers provide real-world connections and applications of math that are more relevant to the personal lives of students
- Teachers plan for the use of Math academic vocabulary to ensure that students are able to effectively communicate both verbally and in written form their understanding of math vocabulary and mathematical concepts.
- The Principal, APs, instructional Leads work with teacher teams to use instructional resources from the Common Core Library to

serve as design models when revising units of study.

- Teachers and students conference regarding student math data tends to identify learning goals and establish next learning steps.
- Teacher teams continue to evaluate and revise math units of study for alignment with CCLS by examining student work from the 2011-12 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During team meetings, Instructional Leads and teachers refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first math unit and repeat the cycle for the second unit.
- School leadership will meet weekly with Instructional Leads, join team meetings on a regular basis, and coordinate this work across the grades.
- Teacher teams will further the work around curriculum planning and task design.
- Teachers will grade student pre and post unit performance tasks using common rubrics
- The Principal, Assistant Principals will provide support and monitor the implementation of math units throughout the school year.
- The Math Instructional Lead teacher will provide support in the implementation of math units aligned with CCLS.
- The Danielson framework is used for formative feedback and as the basis for creating Individual Professional Development Plans to support improved teaching practices in mathematics, when applicable
- Teachers and teacher teams regularly examine and track performance trends in mathematics to understand success towards meeting this goal
- Provide Afterschool/enrichment programs and Saturday Academy to address student needs.

Strategies to increase parental involvement

- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator provides 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;

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

In order to provide our targeted student groups (ELLs, ELLs with Individualized Educational Plans (IEPs), Students with Disabilities , and at-risk students) with additional instruction and student support programs, we are utilizing Title III, FSF, and Title I funding for the following programs in accordance with Federal, State and local services, including programs supported under NCLB:

- SWD After-school Academy – FSF, Title III
- After School Academy – Title I, FSF
- Saturday Program – Title 1, FSF
- Chess In Schools – TL FSF
- Anti Bullying – FSF, Title I
- Respect for All – FSF, Title I

Our school carefully monitors the effectiveness, coordination and integration of these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and that there is equity and access so that all eligible students (including students in targeted subgroups: ELLs, ELLs with IEPs, SWD, and at-risk students) are provided with services to expedite their progress toward greater access to the CCLS and ensure our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

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

By June 2013 80% of teachers will receive meaningful feedback and next steps from short frequent cycles of formative classroom observations that support implementation of the Common Core and the Citywide Instructional Expectations.

Comprehensive needs assessment

After a careful and comprehensive analysis of all of the written formal and informal observations conducted during the 2011-2012 school year, it was clear that there needed to be observational alignment and coherence when assessing instruction and teaching. Although observations were conducted, shorter more frequent cycles of observations were needed in order to determine a range of support needed to improve teaching. The NYC citywide expectations and the Danielson Model for Effective Teaching were utilized to provide professional development and teacher training.

Instructional strategies/activities

- Provide teachers with professional development sessions throughout the school year in order to delve deeper into the 3 school-selected competencies and implement the use of Charlotte Danielson's "Framework for Teaching"
- Set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies
- Use Teachboost, an online observation tool program, aligned to the Danielson's rubric to monitor and track improvement in teaching practice
- Provide timely, specific evidence-based feedback that teachers can act on to modify or improve teaching practice as needed
- Engage in teachers self-assess based on the Danielson continuum
- The Principal/and or Assistant Principals and teachers will review low inference notes, the lesson plans, feedback from formative observations and teacher performance data to co-create professional learning goals
- Leadership analyzes data trends at set intervals to determine teacher progress towards achieving this goal.

Strategies to increase parental involvement

- 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;

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

In order to provide our targeted student groups (ELLs, ELLs with Individualized Educational Plans (IEPs), Students with Disabilities , and at-risk students) with additional instruction and student support programs, we are utilizing Title III, FSF, and Title I funding for the following programs in accordance with Federal, State and local services, including programs supported under NCLB:

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- Saturday Program – Title 1, FSF
- Chess In Schools – TL FSF
- Anti Bullying – FSF, Title I
- Respect for All – FSF, Title I

Our school carefully monitors the effectiveness, coordination and integration of these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and that there is equity and access so that all eligible students (including students in targeted subgroups: ELLs, ELLs with IEPs, SWD, and at-risk students) are provided with services to expedite their progress toward greater access to the CCLS and ensure our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

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

By June 2013 targeted support will be provided that results in 3% growth on the 2013 ELA and Math NYS Assessments for all **Black and Hispanic Male** students especially those identified in the lowest third.

Comprehensive needs assessment

One of the most interesting data points discovered after a thorough analysis of all of the ELA and Math state assessment results were the performance of our Black and Latino male students in comparison to their female counterparts. On the 4th grade ELA assessment only 16% of Black males received a level 3 or 4. Compared to 4th grade females who outperformed the boys scoring 52% of level 3 or 4.

Instructional strategies/activities

- Provide professional development to increase teacher awareness of external pressures faced by our **Black and Hispanic male students** and how to use strategies that help students plan and think concretely about college and their future career.
- Raise staff awareness about racial, cultural and linguistic stereotyping.
- Promote the use of Culturally Relevant Teaching Strategies and use short frequent cycles of observation to determine teacher effectiveness
- Introduce Culturally Responsive Pedagogy as an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills and attitudes.
- Encourage teachers and staff members to support rigor relevance and positive relationships while thinking of new ways to reach all students –particularly **Black and Hispanic male students**.
- Teachers validate the values, prior experiences, and cultural knowledge of students in order to transform students' lives.
- Teachers serve as advocates, counselors and coaches who push **Black and Hispanic male** students to do well and help demystify success.
- Teacher teams participate in weekly meetings in order to look at student work and use a task protocol to evaluate the performance of Black and Hispanic male students, identify a theory of action and implement teaching strategies that accelerate progress for this targeted subgroup.
- Teachers and staff know that failure of any child is not an option.
- Different learning styles are encouraged and responded to the needs of Black and Hispanic male students
- Students are immersed in challenging intellectual work
- Students learn the academic use of words and their usages in various contexts
- Students engage in dialogue around their backgrounds, culture and learning styles
- Students learn to debate/appreciate both sides of a given issue

- Students will be expected to understand multiple perspectives on a given topic
- Students practice expressing their beliefs and feelings in respectful ways
- Students experience genuine interest from their teachers about their academic success and learning goals
- Students are positively impacted by their teacher’s treatment of them, and in turn practice respect and concern for fellow students in class
- Students understand the weight of wanting to make an adult in the school proud of them –because they know that the adult is concerned about them
- Increase high interest and culturally relevant texts into classroom libraries
- Parents/guardians will be notified of their child’s absences or lateness via School Messenger or personal telephone outreach
- Parents/guardians receive professional development regarding the specific needs of Black and Hispanic Male boys and strategies to provide academic support at home including study skills.
- Early intervention systems (RTI) are designed to identify students who are falling behind or engaging in problematic behavior.
- Develop partnerships with community based organizations -case management and social work, immigrant services, health and social services.

Monitor the progress of Black and Hispanic male student towards meeting this goal

Strategies to increase parental involvement

- The Parent Coordinator will serve as a liaison between the school and families. The Parent Coordinator provides 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;

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

In order to provide our targeted student groups (ELLs, ELLs with Individualized Educational Plans (IEPs), Students with Disabilities , and at-risk students) with additional instruction and student support programs, we are utilizing Title III, FSF, and Title I funding for the following programs in accordance with Federal, State and local services, including programs supported under NCLB:

- SWD After-school Academy – FSF, Title III
- After School Academy – Title I, FSF
- Saturday Program – Title 1, FSF
- Chess In Schools – TL FSF
- Anti Bullying – FSF, Title I
- Respect for All – FSF, Title I

Our school carefully monitors the effectiveness, coordination and integration of these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and that there is equity and access so that all eligible students (including students in targeted subgroups: ELLs, ELLs with IEPs, SWD, and at-risk students) are provided with services to expedite their progress toward greater access to the CCLS and ensure our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

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	Lexile Leveled Reading Reading Comprehensive Strategies	Small Group	Before School During School Day Afterschool Program
Mathematics	Reading in Math Real World Connections Foundational Math Skills	Small Group	Before School During School Day Afterschool Program
Science	Grade 4 Science Lab Extra Help	Small Group	During School Day Afterschool Program
Social Studies	Reading Comprehensive Strategies	Small Group	During School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Worker	Small Group	Before School During School Day Afterschool Program

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.

Strategies For Highly Qualified Teachers:

- a. Targeted Professional Development based on citywide initiatives
- b. Aussie Representative support
- c. Network meeting and conferences
- d. Teacher Mentoring Program
- e. Data Buddy (Data Inquiry Team Member)
- f. Contact with Human Resources concerning information on certification issues.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen	District 28	Borough Queens	School Number 140
School Name Edward Kennedy Ellington School			

B. Language Allocation Policy Team Composition

Principal David Norment	Assistant Principal Eartha Pruitt
Coach	Coach
ESL Teacher Judy Jacobs	Guidance Counselor Rosemay Fabre
Teacher/Subject Area Dori Cohen/Speech	Parent Julia Arias
Teacher/Subject Area Joan Palmentiere/2nd Grade	Parent Coordinator Beverly Baptiste
Related Service Provider Byanca Davie/SETTS	Other type here
Network Leader Dan Purus	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	641	Total Number of ELLs	21	ELLs as share of total student population (%)	3.28%
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Part II: ELL Identification Process

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

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

During the enrollment process, the Ell student is identified by the ESL teacher who holds a New york state ESL certification: the procedures consist of the following steps:

1. The Home Language Identification Survey is Administered to identify the student's Native Language.
2. The ESL Teacher identifies, and administers the LAB-R which is a test that establishes an English Proficiency Level to determine if the student is eligible for state mandated services. Once an ELL student is identified, the parents are contacted immediately to set up the orientation for the parent by the ESL teacher (by phone, letter, or in person). Both the ESL teacher, a bilingual para and parents view the video together in order to explain the 3 program choices and to discuss any questions that the parents might have. This takes place within 10 days of initial ELL identification.
3. Once the English Language Learner student is identified, the parent of that student must attend an Ell orientation. During the Orientation, a DVD is shown to the parent in their native language. The DVD explains the different choices that the parent has in selecting a program for their child. If the parent cannot attend the assigned orientation, they will be rescheduled for another orientation. However, if the parent cannot attend any meeting, there will be a telephone conference with the a translator to provide the parents with their options. After the telephone conference, a translated letter is sent home and the student must return the letter to school signed. In the Spring of every school year the NYSESLAT Examination is administered to determine if the ELL student will continue to get services.
4. Within the last few years, more of our parents have requested a bilingual program. However, we do not have enough students who speak the same home language on one or two contiguous grades that would warrant opening a bilingual class. However if we do get a sufficient number of students, we will open a bilingual program as per CR Part 154.

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):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	0	2	6	0	1	0	0	0	21
Total	15	0	2	6	0	1	0	0	0	21

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 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	1	3	1	3	3	2								13
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	1	0	0	0	0	0								1
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	1	0	0								1
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	2	2	0	2								6
TOTAL	2	3	3	6	3	4	0	21						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

ELL instruction is delivered in one and or the following ways: the ELL program is a Pull out program in which the students are pulled out of their classrooms and placed in heterogenous grouping that combines students on grades Kgn. and one, Two and three, and four and five. The EILL curriculum is aligned to classroom instruction and addresses the students in Reading, Writing, Listening, and Speaking. The process employed is the use of visuals, manipulatives, vocabulary enrichment, graphic organizers, and ELL books as well as pictures to amplify learning.

2 Our staff ensures that the students are receiving the mandated amount of instruction in the following way: our state liscensed ESL Teacher pulls students out from their classrooms to provide them with instruction; the students that are on the beginning level and the intermediate level are afforded 360 minutes of instruction per week, the students that are functioning on an advanced level receive 180 minutes per week of instruction and 180 minutes of ELA, as per CR Part 154..

3. The classroom teacher along with the ELL teacher, work collaboratively and articulate goals for the ELL student in Math, Science and Social Studies. The ELL teacher integrates science and social studies content into the reading period by the use of vocabulary, and non fiction books and newspaper articles related to the curriculum. Based on the curriculum and performance standards, alignment of content area and curriculum is based on ESL instruction, with a focus on vocabulary, differentiated instruction and scaffolding.

4. To ensure that the students are evaluated appropriately in their home language, we use a translator to compose an internal assessment. Another method that is used is the LAB-R for the Spanish speaking student.

5. In order to differentiate instruction for the ELL student, the students are grouped within their subgroups. For example; the students that receive Intermediate instruction, will be grouped within the pull- out session according to their ability level. The activities will be differentiated according to the level of the students. Students will be able to move from on level to the next once skills are mastered. The ELL teacher will also provide tactile, viuals and differentiated instruments of technology to engage and enrich the studens. A strong use of vocabulary and scaffolding of activities are necessary. Differentiated instruction is provided for all ELL's. Sife students are provided visuals manipulatives, vocabulary development, graphic organizers as well as pictures to amplify their learning. They partake in the Saturday and after school programs. Newcomer students are provided with Leap Frog, Language Tutor, visuals, manipulatives and picture books on tapes with the primary focus on reading, writing, listening, and speaking. They partake in the Saturday and after school programs. The 4-6 year as well as the Long Term ELL's are provided more than mandated minutes, differentiated instruction, visuals, graphic organizers, and vocabulary development. They partake in the Saturday and after school programs.

6. The classroom teacher and the ELL teacher utilize the series "Trophies" by Harcourt, For the lower grades and Storytown by Harcourt for grades 4 and 5. The ELL teacher also uses leveled libraries for independent use. The Ell teacher also uses "Moving into English" to assist with addressing the content areas. Our school creates goals to ensure ELL-SWDs receive all services mandated on their IEPs. Differentiated instruction, visuals, vocabulary development and graphic organizers are utilized to amplify their learning.

In order to meet the needs of the restricted Ell student, the Ell teacher meets with the classroom teacher and develop a curriculum according to the Common Core State Standards. They collectively come up with strategies to implement and methods to differentiate instruction to meet the needs of the students.

7. Flexible programming is ensured for ELL-SWDs during the Saturday program, Art, lunch, library and assemblies. We provide ELL-SWDs with various programs such as the Saturday program and the After School Program to enable students to receive academic remediation in a General Education setting. Teachers develop goals for students and provide instruction to meet those goals.

Courses Taught in Languages Other than English ⓘ

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

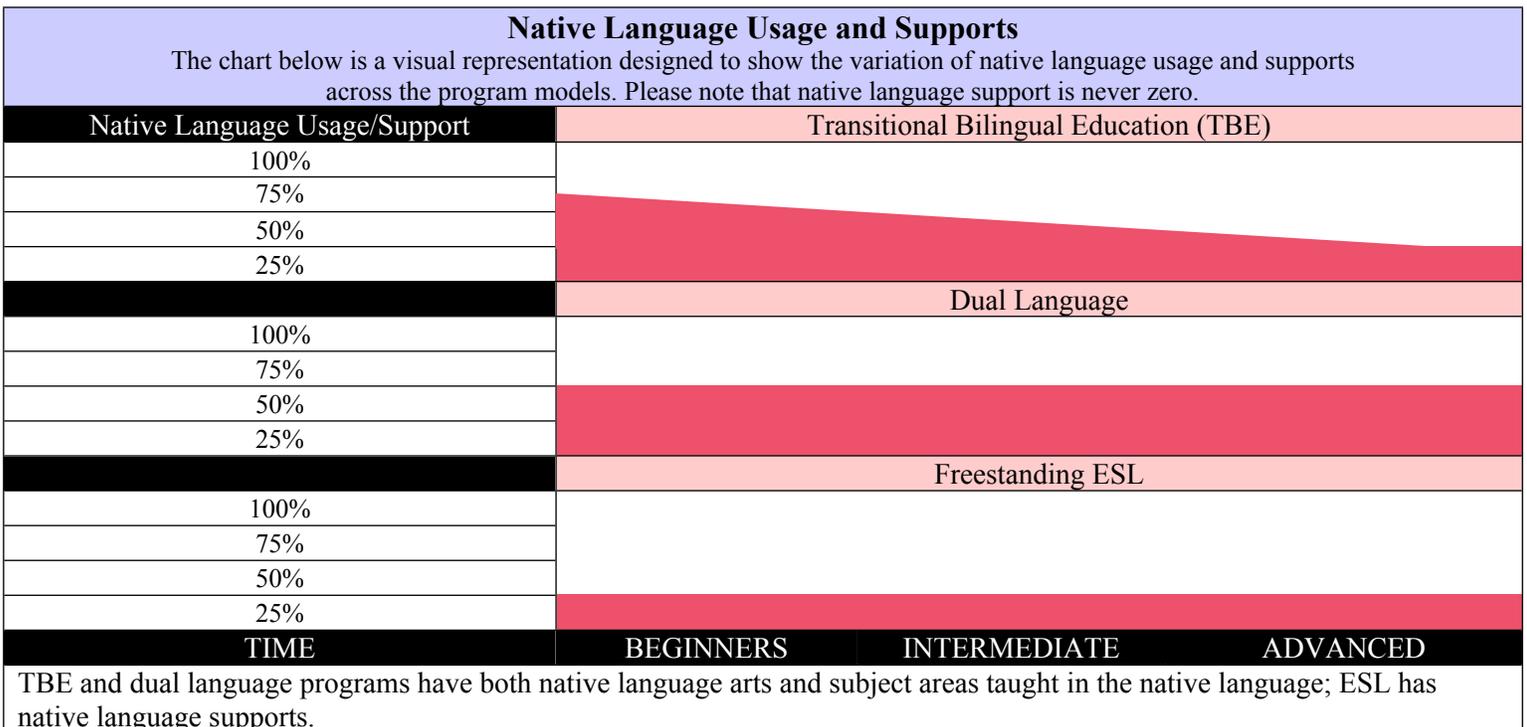
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

In order to provide services for our ELL students that need intervention, we proceed with the following: After reviewing the most recent data, we place students in subgroups Beginning, and or intermediate and we set goals, monitor and revise goals for each student. We provide additional instructional periods for these students during Saturday School 9:00am to 12:00 Our students are also involved in peer tutoring. Small group instruction is provided by the teacher.

(9) The ELL students are given the following support for transitional support. The ELL teacher ensures that for the next two years the students must receive additional time on the Examinations. The classroom teacher, the ELL teacher, ELL student, and sometimes the parents articulate and devise a step by step plan with targeted strategies that will support the student in moving to the next level with ease.

10 For the next school year the ELL Teacher, Classroom Teacher, Parents and Administrators will devise a plan that will include more time for "push In" Instruction for intervention. We will also provide the ELL students with a small Technology Program.

11. None of the ELL Programs were discontinued.

12. After analyzing the data, all ELL students are included in any After school Program, and Extended Day Program. There is also a Saturday Program that provides instruction for only the ELL students

13. The classroom and ESL teacher articulate and they both provide the students with the opportunity to utilize the computers during the ELL Period with programs that are geared to their needs. The Programs that are used are as follows: Star Fall, Leap Pad; Language Tutor Phonics Program and Harcourt Intervention. In addition, the technology teacher provides the students with an additional period per week. The Smartboard is also an exciting component in the class.

14. Students are provided support by reading folktales from their native country as well as other books. These students are given Bilingual Glossaries, and dictionaries in their native language. Paraprofessionals and other students who speak the language support the ESL students.

15. ELLs that are identified with speech, and language arts needs, are provided; SETTS, Counseling, Extended Day and small group instruction. ELLs receive Intervention services via Extended Day and Saturday Academy. They correspond to ELL's ages and grade levels.

16. The students are assessed and activities are created according to their individual needs.

17. There are no language electives offered in our school.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Based on the school wide data, the assistant principals, paraprofessionals, ESL teacher, guidance counselor, special education teachers, parent coordinator and P.S.140s teachers will be provided instructional professional development for targeted instruction. This professional development will encompass the focus of differentiated instruction and strategies for the ELL and Special Services population. The rationale for focusing on teachers with the topic of differentiation and strategies for the ELL and Special services population is to support our best practice of mainstreaming all ESL students in all classes. Our network will provide Professional Development for teachers and that will provide as a model for the Reading and Writing workshops with the previously noted strategies. This Professional Development will take place during the common prep times of the teachers and will rotate over a period of time so all teachers will get the opportunity to attend. P.S.140's ESL instructor will attend all Professional Development opportunities offered by our selected Children's First Network and the New York city Department of Education Office of ELL support. Upon completing the workshops, staff in attendance will turn key all information to noted staff and administration to ensure alignment and procedural compliance. We will also pursue schoolwide support via the NYCDOE office of ELL support to address our ELL Population.

The teachers and the administration will also participate in study groups using instructional support reading materials by Mazarano. The primary goals of the staff study group will be to create additional professional learning communities and provide framework and guidance for the creation of Curriculum framework/ foundations, Goal setting(Teacher and Student), Identification of student needs and intervention strategies to support struggling ELL Students.

2. Transitional support for students reaching proficiency level on the NYSESLAT are given based on the classroom teacher's evaluations along with data that is obtained for internal assessments and Acuity assessments. The ELL Teacher also composes a letter that address the needs of the ELL students that describes the strength and weaknesses of the student. This letter also explains the processes and strategies that the students learn best by. The students are also give a set of dictionaries in both languages and a thesaurus.

3. We have held the mandated workshops and professional development for our staff and the documents are maintained in the teachers file.

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?

Paste response to questions 1-4 here

1. The Parent involvement piece at P.s. 140 is as follows; We have Implemented "EChalk -this system provides instructional support for parents, and students and provides parents with crucial information via our website. The website can also translate information in the students' native language. Each parent has been invited and encouraged to attend workshops provided by in house staff members that speak the majority home language indicated at P.S.140. Informative workshops are given for parents of Ell students in topics such as " Test Taking Tips"

: Highlighted difference between 20010 and 2011 New York State Examinations: Reading Together: Building Stamina at home, and many other workshops based on need. Prior to that, surveys were sent out to the parents to help target the needs of the parent population.

2. We have a partnership with the Jamaica Public Library to provide ESL to our parents.

3. A survey is given to the parents to evaluate their specific needs.

4. PTA meetings are held monthly. Parent workshops are held monthly and Parent/Teacher conferences are held quarterly. We utilize the New York City translation unit as well as the paraprofessionals in the building.

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)	0	2	1	1										4
Intermediate(I)	0	0	0	1	1	1								3
Advanced (A)	0	0	2	3	2	2								9
Total	0	2	3	5	3	3	0	0	0	0	0	0	0	16

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

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

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

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

Paste response to questions 1-6 here

1. In order to assess the students at P.S.140 we utilize ECLAS, Teacher- Made assessments, Intenal assessments and the NYSESLAT. The data speaks to the fact that the student performing on the beginning level need help in the areas of Fluency , Phonemic Awareness , and Reading and Oral Expression., The Intermediate needs strategic help with phonemic awareness, and establishing reading fluency and comprehension. The advanced level, would benefit from oral reading and comprehension.

2. In order to help assist these students, the ELL Teacher and Classroom Teacher will follow a Balance Literacy Approach to ensure that all the components are addressed every day. The students in the classroom will receive tier one instruction from the teacher and tier two instruction from the ELL Provider

The implication is to focus on all four modalities with the emphasis on Reading and Writing Instruction. We need to differentiate and adjust Instruction according to the limitations of the students. The school purchased writer's notebooks to be utilized in the classroom as ESL journals for students to maintain their writing and vocabulary.

The school leaders utilize periodic assessments to differentiate and strengthen instruction to ensure that the ELL Population is being provided with academic rigor that will enable them to meet the common core standards.

The School's leaders are looking at the fact that The ELL Population has different levels of vocabulary through the different modalities of communication. The student's listening vocabulary may be a different level than the student's speaking or written vocabulary.

One way in which we evaluate the success of our ELL Program is through the level of improvement on state examinations in both ELA, Math and the NYSESLAT. The program is also measured to be successful when there is an opportunity for students to be mainstreamed.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>140</u>		School DBN: <u>28</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Norment	Principal		1/1/01
Eartha Pruitt	Assistant Principal		12/8/11
Beverly Baptiste	Parent Coordinator		12/08/11
Judy Jacobs	ESL Teacher		12/8/11
Julia Arias	Parent		12/8/11
Dori Cohen	Teacher/Subject Area		12/08/11
Joan Palmentiere	Teacher/Subject Area		12/08/11
	Coach		12/8/11
	Coach		1/1/01
Rosemay Fabre	Guidance Counselor		12/8/11
Daniel Purus	Network Leader		2/8/11
Byanca Davie Davie	Other <u>SETTS</u>		12/8/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q140 **School Name:** The Edward K. Ellington School

Cluster: 208 **Network:** CFN

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.

During the enrollment process the ELL student is identified by the ESL teacher who holds a New York State ESL certification. The procedures consist of the following steps:

The Home Language Identification Survey is administered to identify the student's native language. The ESL teacher identifies and administers the LAB-R which is a test that establishes an English Proficiency Level to determine if the student is eligible for state mandated services. Once an ELL student is identified, the parents are contacted immediately to set up the orientation for the parent by the ESL teacher (by phone, letter, or in person). Both the ESL teacher, a bilingual para and parents view the video together in order to explain the 3 program choices and to discuss any questions that the parents might have. This takes place within 10 days of initial ELL identification. Once the English Language Learner student is identified, the parent of that student must attend an ELL orientation. During the orientation, a DVD is shown to the parent in their native language. The DVD explains the different choices that the parent has in selecting a program for their child. If the parent cannot attend the assigned orientation, they will be rescheduled for another orientation. However, if the parent cannot attend any meeting, there will be a telephone conference with the translator to provide the parents with their options. After the telephone conference, a translated letter is sent home and the student must return the letter to school signed. For additional communication needs the Translation Unit is called.

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.

During the Orientation process, parents who do not speak English are identified, a list of these parents is created, and the translation services are provided for them. The individual teachers and school secretaries are aware of who these parents are and then report cards and letters can be sent to the parents in their native language. The school maintains a current record of the primary language of each parent in ATS and on the students' emergency cards.

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.

Once an ELL student is identified, the parents are contacted immediately to set up the orientation for the parent by the ESL teacher (by phone, letter, or in person). Both the ESL teacher, a bilingual para and parents view the video together in order to explain the 3 program choices and to discuss any questions that the parents might have. This takes place within 10 days of initial ELL identification. Once the English Language Learner student is identified, the parent of that student must attend an ELL orientation. During the orientation, a DVD is shown to the parent in their native language. The DVD explains the different choices that the parent has in selecting a program for their child. If the parent cannot attend the assigned orientation, they will be rescheduled for another orientation. However, if the parent cannot attend any meeting, there will be a telephone conference with the translator to provide the parents with their options. After the telephone conference, a translated letter is sent home and the student must return the letter to school signed. For additional communication needs the Translation Unit is called.

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.

The school provides translated letters and report cards in student's native language. This is done by the in house bilingual paraprofessional and by the Translation Unit. Parents may choose an adult friend or relative for language interpretation services.

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>.

Parents are provided with a Bill of Parent Rights and Responsibilities in their primary language. The school office has a sign indicating the availability of interpretation services. Our safety plan ensures that parents are able to reach school's administrative offices despite language differences due to bilingual translators within the building.