



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: TOUSSAINT L'OUVERTURE
DBN (i.e. 01M001): 17K221
Principal: CLARA MOODIE-KIRKLAND
Principal Email: CMOODIE@SCHOOLS.NYC.GOV
Superintendent: Ms. BUFFIE SIMMONS
Network Leader: Ms. ROXAN MARKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Clara Moodie-Kirkland	*Principal or Designee	
Jephtalin Scott	*UFT Chapter Leader or Designee	
Avervil Mason-Scantlebury	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Idovia Brooks	Member/ Parent	
Kathleen Harte	Member/ Teacher	
Elizabeth Williams	Member/ Teacher	
Veronica Shield	Member/ Parent	
Roxy Maddox	Member/ Parent	
Candi Lawrence	Member/ Parent	
Yolande Edwards	Member/ Teacher	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, there will be a 3% increase of students achieving a minimum of one year's progress in English Language Arts in Grades K-5 as measured by the ELA state exam and/or teacher generated assessments.

Comprehensive Needs Assessment

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

An analysis of the ELA scores for the past three years and a review of 2013 end of year ECLAS2 results indicate varied movement in achievement. During 2010-11 student achievement and progress was on an upward movement, 2011-12 noted a decline in achievement however, 2012-13 indicated a positive movement in achievement and progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Literacy Block** - Kindergarten through grade five will be impacted by the 120 minute Literacy Block
2. Professional Development - Professional development will be provided on the following topics: Continue deepening our understanding of rigor, using data to drive instruction, analyzing student's work, modifying curriculum units of study with scaffolds in order to address our data findings.
3. After-school Literacy Program in ELA.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers, Principal, Assistant Principals and CFN support staff will support teacher team planning, lab-sites, and inter-visitation.
2. Classroom teachers that attend Network PD to turn-key information.
3. Professional development will be provided by the Principal, Assistant Principal, instructional leads, and Network Achievement Coaches

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Ready Gen unit test, DRA2 running records, periodic assessment results, analysis of student work, and teacher-made assessments as reflected on our Assessment calendar will be used to monitor student progress towards reaching individual student goals as well as proficiency towards CCLS grade level expectations..
2. Teacher reflections of professional development sessions, and student progress as measured through assessment data and analysis of student work. Teacher observation and feedback will be provided in order to monitor the effectiveness of professional development learning.
3. Attendance (participation of students), analysis of student work, running records, periodic assessment and student State ELA results.

D. Timeline for implementation and completion including start and end dates

1. Progress monitoring: Baseline assessments will be done in September, midline assessments will be done in January and end of year assessments will be done in June. MOSL data will be analyzed in September and June.
2. Data talks will occur in September as part of the initial Planning Conferences, in January after the midlines and in June as part of the end of year conversation. Additional data conversations will be had when observations are done.
3. The after-school program will regularly monitor student progress and report these findings back to the classroom teacher every four weeks.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Ready Gen online pd, common preps for planning and reviewing student work. Teacher observation with feedback based on the Danielson frameworks.
2. DOE professional development, CFN professional development, CITE professional development, ARIS online professional development.
3. Implementation of strategies introduced in PD, Ready ELA student books

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 school will provide an inviting environment that welcomes parents' Learning Leaders workshop to increase understanding of the common core standards and volunteering. Family math night, performances and meet and greet. Arrange extended parent conferences for students in grades 3-5 that received a level one or 2 on state exams to outline plans of action.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Partnership with Seeds in the Middle which provides support through the introduction of a health focus. Student teachers and institutions of higher learning provide workshops for students and staff in science. Students are exposed to hands-on experiences, technical vocabulary and non-fiction literature.											

Goal and Action Plan #2

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.
<i>By June 2014, there will be a 3% increase of student achieving a minimum of one year progress in Mathematics in Grades K-5 as measured by the NYS Math Exam or teacher generated assessments.</i>

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.
An analysis of the Math scores for the past three years and a review of classroom assessment results indicate varied movement in achievement. During 2010-11 student achievement and progress was on a upward movement, 2011-12 noted a decline in achievement however, 2012-13 indicated a positive movement in achievement and progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Math literacy Block - Professional development will be provided on the following topics: - Kindergarten through grade five will be impacted by the 90 minute Math Block Professional Development – Professional Development will be provided on the following topics: Using data to drive instruction, analyzing student’s work, bringing rigor to a lesson, modifying curriculum units of study with scaffolds in order to address our data findings. After-school Literacy Program - Provide additional instruction in math.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Classroom teachers, Principal, Assistant Principals and CFN support staff will support teacher team planning, lab sites and inter-visitation. Classroom teachers that attend network PD will turn-key information to staff, Professional development will be provided by the Principal, Assistant Principals, instructional leads and Network Achievement coach.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Go Math Chapter assessments, periodic assessments ,teacher-made assessments as reflected on our assessment calendar will be used to monitor student progress towards reaching individual student goals as well as proficiency towards CCLS grade level expectations.. Teacher reflections of professional development sessions, and student progress as measured through assessment data and analysis of student work. Teacher observations and feedback will be provided in order to monitor the effectiveness of professional development learning. Attendance (participation of students), analysis of student work, chapter test, teacher-made math assessments and student state Math results.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Progress Monitoring: Baseline assessments will be done in September, midyear assessments will be done January and end of year assessments will be done in June. MOSL data will be analyzed in September and June. Data talks will occur in September as part of the initial planning conference, in January after the midyear assessment, and in June as part of the end of year conversation\reflection of end of year assessment results. Additional data conversations will be had when observations are done. The after-school program will regularly monitor student progress and report these findings back to the classroom teachers every 4 weeks.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Go Math Online student program, RAZ Kids, Pd in ARIS,IXL DOE professional development, CFN Professional Development, Go Math PD, ARIS online pd, Implementation of strategies introduced in PD, I Ready student books.

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 school will provide Parent workshops on the following topics: Integrating the new math initiatives, Understanding the CCLS, Assessing/ interpreting achievement results online (ARIS,), helping your child with homework, handling parent- teacher conferences.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
---	----------	---	----------	--	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014, maintain present student exposure in the arts as measured by student/staff and parent evaluation

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.

. Analysis of our Arts survey indicates that Arts must be maintained and if possible increased, several classes were unable to participate due to budget restraints

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Arts Committee – Continue working with the Arts committee to evaluate needs and expand exposure to the Arts.
2. Implement Art Activities – Establish in-house music instruction and arrange for exposure to additional art events – Contract Ms. Imani Wilson to provide keyboard instruction and establish contact with the Metropolitan Opera Guild to interview a voice instructor.
3. Develop evaluation tool, analyze results, report to community

B. Key personnel and other resources used to implement each strategy/activity

1. Art Committee, Ms. Strum-Downes, Ms. Kirkland
2. Art Committee, Ms. Kirkland, PTA representative
3. Arts Committee, Ms. Kirkland, PTA representative

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Note the number of the classes involved in the Arts, Evaluate performances and have staff, parents and students evaluate programs

D. Timeline for implementation and completion including start and end dates

1. 10/2013 – 6/2014
2. 11/2013 – 6/2014
3. 1/2014 -6/2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Metropolitan Opera, "Urban Voices Program", Music on the Brain program

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).

Parents will be invited to volunteer to assist instructor, parents will be invited to various performances, School messenger and calendars will be used to maintain up-to-date communication with our parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
X Schoolwide fund raiser											

Goal and Action Plan #4

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.
By June 2014 fifty percent of our teachers will deepen questioning and discussion techniques in order to increase the level of student work products and promote higher level thinking as measured by informal observations.

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.
An analysis of our 2013 Quality review indicated the inconsistency of strategies and techniques for students to engage in higher thinking questioning and discussions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Professional development will be provided to introduce, expose and enrich teacher strategies and techniques on questioning and discussion. Including : an introduction and review of Depth of Knowledge descriptors, applying DOK levels in science, math and social studies.
2. Grade teams will formulate and share higher level questions in specified lesson.
B. Key personnel and other resources used to implement each strategy/activity
1. Classroom teachers that attended Network PD to turn-key information. Professional development will be provided by Principal, assistant principals, instructional leads and Network achievement coaches.
2. Classroom teachers that attend Network PD to turn-key information. Professional development will be provided by Principal, Assistant Principals, instructional leads and Network achievement coaches.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Analysis of ELA, Math, science and social studies unit, periodic, and /or teacher-made assessments as reflected on our assessment calendar will be used to monitor student progress.
2. Teacher observations and feedback will be provided in order to monitor the effectiveness of the professional development learning.
D. Timeline for implementation and completion including start and end dates
1. Analysis of data from progress monitoring: baseline assessments will be done in September, midyear assessment will be done in January and end of year assessment will be done in June.
2. On-going from October 2013 through June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. DOE professional development, CFN Professional Development, ARIS online pd,
2. Implementation of strategies introduced in PD,.

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 school will provide an inviting environment that welcomes parents' to Learning Leaders workshop to increase understanding of the common core standards. School messenger and calendars will be used to maintain up-to-date communication with our parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	x										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Repeated reading, reinforcement of strategies introduced, close reading	Small Group	During the day
Mathematics	In depth use of manipulatives ,multiple procedure strategies	Small Group	During the day
Science	Close reading, repeated reading, vocabulary building, research techniques	Small Group	During the day
Social Studies	Close reading, repeated reading, vocabulary building, research techniques	Small Group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Emotional/social strategies, computer activities, use of manipulatives	Small group, individual	During the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrative staff attends hiring fairs to fill vacancies. <input type="checkbox"/> The payroll secretary will work closely with the network HR to ensure required mandates are met with non-highly qualified staff. Professional development is differentiated to meet the individual needs of the teachers. Teachers are matched with a buddy or mentor teacher to ensure close monitoring and growth in a non-threatening environment.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Administration will attend PD provided by the network as well as online PD. Staff will be sent to PD provided by the network , institutes of higher learning , online PD and PD provided by the administration. Information will be turn-keyed to entire staff. Professional development will be offered in the areas of deepening questioning and discussion techniques

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds set aside for STH is used for students in Temporary housing. It provides academic materials, such as supplies (notebooks, dictionaries, pencils etc. as well as uniforms.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Pre K and Kindergarten open house where new admits are invited in to meet staff and introduce parents to the curriculum. They receive a school tour and have the opportunity to ask questions.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
We have an assessment team that decided MOSL responsibility. Grade teams meet to review curriculum and assessments. Teachers complete annual goal s and meet with administration to discuss goals and needed support. The PD directly reflect the needed support as well as areas noted in observations.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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;
- Providing an open house for students transiting from Pre-k where parents and students will be familiarized with the school, teachers, and classrooms. Elements of the curriculum will be discussed and parents will be provided with strategies to ensure a smooth transition for their child.

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 221
School Name Toussaint L'Ouverture		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Clara Moodie-Kirkland	Assistant Principal Ida Phillip
Coach type here	Coach type here
ESL Teacher Hua Yang	Guidance Counselor Sheila London
Teacher/Subject Area Yoland Edwards/Math	Parent Averil Mason-Scantlebury
Teacher/Subject Area Barbara Zam/Library	Parent Coordinator Philton Lewis
Related Service Provider Adele Ming	Other type here
Network Leader(Only if working with the LAP team) Roxan Marks	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	414	Total number of ELLs	30	ELLs as share of total student population (%)	7.25%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														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	30	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	7	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	23	0	5	7		4	0	0	0	30
Total	23	0	5	7	0	4	0	0	0	30

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	3	4	5	2								16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	1	1	1	2	4								10
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		1		1								4
TOTAL	2	4	4	6	7	7	0	0	0	0	0	0	0	30

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	0	1	1	2	2								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	1	2	2	2	3								10
Advanced (A)	2	3	1	3	3	2								14
Total	2	4	4	6	7	7	0	0	0	0	0	0	0	30

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2			6
4	5	2			7
5	3				3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		2						6
4	5		2						7
5	2		1						3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		3				7
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

This year we use are using DRA2, baseline assessments in Ela and math. Our school uses NYSESLAT, periodic assessment, LAB R and teacher designed assessments. The data is analyzed to determine the strengths and weaknesses of the student. A collaborative process takes place between classroom teachers, service providers and the ESL teacher. Based on the needs we develop instructional goals and the course of study that will be designed and differentiated to serve the academic, social, and emotional needs of each student.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

This year we have five students that took the labR, two kindergarten students scored on the advanced level one fourth grader and a second grader scored on the beginning leve. One kindergarten student passed.1 The other labR scores are too old to make the comparison. An analysis of the proficiency levels reveled that students in grades one(1) through four(4) made significant gains. The beginning level students moved to intermediate level with one student in grade four moving to advance . One grade 3 beginning student remained on the beginning level. We found that all grade five students did not move to higher level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across NYSESLAT modalities (reading/writing and listening/speaking) will affect instructional decisions. All teaching materials will be differentiated, modified, and adapted to meet the unique needs of our ELL students. AMAOs are established for ELL students in grades K-5, in three categories: (1) progress toward acquiring English language proficiency; (2) attainment of English language proficiency; and (3) Progress and Performance Index (PPI) of the ELL/former ELL subgroup in both English language arts and mathematics. Our school uses this information to develop instructional plan for these students.

4. For each program, answer the following:

- a. 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?

Paste response to questions here:

a. An analysis of the proficiency levels reveled that students in grades one(1) through four(4) make significant gains. The beginning level students moved to intermediate level with one student in grade four moving to advance . One grade 3 beginning student remained on the beginning level. We found that all grade five students did not move to higher level.

b. The results of the ELL assessment is used in planning intervention, reinforcement of advance work as indicated. This will be done during extended mornings and guided reading.

c. The students are mostly on level based on the periodic assessment, however the results are not transferred to state assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Paste response to question here:

When the data identifies a student as being deficient in an area, the students is recommended for additional support in that area. It can be provided during extended day, small group instruction or after-school.. The students will be provided with appropriate entry points to meet their needs. This includes comparing different forms of instruction, designing context embedded instruction ;designing effective individual programs and increasing education opportunities.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

All P221K teachers consider second language development for their ELLs in their instructional decisions. All students will continue to receive English as Second Language service from Ms. Yang, the ESL teacher, who will be collaborating with classroom teachers to the maximum extent possible. Our instructional decisions will significantly focus on needs of each ELL student to ensure his/her progress in language acquisition. Our ESL program will continue to capitalize on the literacy skills and prior knowledge that our ELLs already have in their primary language. In doing so, we will encourage our ELL students to take risk in all four modalities. We

will use multi-sensory , research-based approaches in delivering instruction that proven to be the most beneficial for our ELLs. We will utilize instructional and adaptive technology as well as student-generated materials for teaching and learning. In addition we use information from the parent interviews, student's records, observations as well as student interest surveys.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

We examine growth based on nyseslat, DRA2, teacher made assessments and tasks.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here:

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) followed by the informal interview within the 10 business days after enrollment. The survey is administered by an ESL teacher, Ms. Yang, with the assistance of bilingual school pedagogues in case students' parents need interpretation services. This survey lets our school staff know what language a child uses at home. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery Revised (LAB-R). Performance on this test determines a child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB (administered by a Spanish speaking pedagogue. to determine language dominance. The information from the Home Language Identification Survey is provided to the pupil accounting secretary who will make necessary ATS changes. It is also provided to the teacher to assist in the differentiation of instruction. Additionally, The language reference list is used when telephone calls are made to the home. The LAB-R results determine students' entitlement to ELL services.

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.

Paste response to question here:

Immediately following identification of students needing service the parents will be invited to attend the orientation for program selection to work out the best programs for their child Parents are invited by backpack letters, mailed letters and telephone correspondence. A video in the language of choice is shown for the parents to know about ESL and bilingual programs. The ESL teacher views the video with the parent to further explain each program and answer questions. They are given choices of three different language programs: Transitional Bilingual, Dual Language, and Freestanding ESL. The school follows this procedure to ensure that parents are able to make a choice of the program that best fits their child's needs. Parents are informed about the regulations, goals and strategies, tests etc. that concern our ESL students. Their concerns are addressed at these meetings. This orientation will continue during the school year for new arrivals. We also facilitate parents in transferring their children to other schools for bilingual programs when requested.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Paste response to question here:

Entitlement letters are issued to continuing ELLs as well as newly identified ELLs. Selection letters are usually signed by parents at the orientation meetings. These forms are collected by Ms. Yang our ESL teacher and Parent coordinator. The forms are stored in the testing room which is a secure area. If the parents are absent, they will be called and letters will be sent home inviting them to an appointment at their convenience. If these contacts cannot be obtained, selection letters will be sent home to be signed before a set date. As our school has no bilingual programs, ELLs will be placed in ESL program by default, if selection letters still cannot be obtained after all these trials.

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.

Paste response to question here:

P221k only has a free-standing ESL program. We distribute the placement letters by backpack and mail if needed. Copies of the letters are kept on file in a secure room. The staff members in our school who speak their native languages are asked to contact parents, explaining ELL programs and address their concerns. We also use translation funds when needed to hire translators and/or use the DOE telephone translation services. This process is done after parents have had the opportunity to view the videos describing the three programs available. We go all out to make sure our ELLs get the best programs for their needs honoring the parents choice. ATS updates to ELPC is done within 20 days by Ms. Yang (ESL teacher) or Ms. Lambert (pupil personnel secretary).

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

The test is requested in a timely manner. Each spring the P221K ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) which measures their English proficiency level. The steps taken by Ms. Yang, the ESL teacher, to administer the NYSESLAT include the following actions: Ms. Yang prints out the RLER/RSPE ATS reports in order to identify students eligible for the test and testing accommodations. She determines the NYSESLAT grade-level assessment for each student in accordance with the Appendix H. She also creates a schedule that reflects the time and ELL groups to be administered NYSESLAT considering the important dates stated by the NYSED. Ms. Yang keeps the testing materials secure at all times. Ms. Yang and other school personnel assigned for administering the test follow all procedures outlined in the Test Manual for each section (Speaking, Listening, Reading, and Writing). After having all sections of the test administered and scored (Writing), the testing materials are classified by the subtests and grades and submitted to the school test coordinator to be reviewed and sent to Questar.

6. 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.) 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. 

Paste response to question here:

Most parents are choosing to have their children remain in ESL. One parent is requesting a bi-lingual program. This is the first request in over five years.

We constantly survey the grades to determine if there is enough students to form a bi-lingual class. We have open dialogue with the bi-lingual school in our district.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here:

Our freestanding ESL program services the English language learners. Students are categorized based on their English proficiency levels --- beginning, immediate and advanced. The beginners and immediate level students receive 360 minutes of ESL instruction per week and the advanced level students receive 180 minutes of ESL instruction per week and 180 minutes ELA. We use a combination of pull-out and push-in programs.

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)?

Paste response to questions here:

The ESL teacher's schedule ensures that the mandated number of instructional minutes is provided as per CR Part 154: students in Grades K-5 performing at the Beginning and Intermediate levels on the NYSESLAT will receive 360 minutes (2 units) of ESL instruction per week. Students performing at Advanced level of proficiency will receive 180 minutes (1 unit) of ESL instruction per week and 180 minutes of ELA.

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

The state did not release the spring 2013 NYSESLAT scores in combined modalities.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

Teachers at P 221K provide native language support to ELL students and make sure they are appropriately evaluated in their native languages throughout the year. The majority of our ELL students have home language of Spanish. A pedagogue who speaks the student's native language assists for interpretation and translation during evaluation, including student testing, collecting communication samples and communicating with the student's parents. However we do not have a bilingual program.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

Teachers at P221K understand the importance of integrating of the four modalities into their instruction. They create classroom activities that require students to use language within two or more of the four modalities, which help to reinforce the concepts being emphasized. This approach also lends itself well to a variety of learning styles. Manipulative are often used to provide tactile as well as vision exposure.

For example, it has also been shown that reading helps students develop competence in writing. Practice in one modality often results in improved competence in other modalities. In addition, by integrating all modalities in curriculum and instruction, our teachers consider how students can use language for a variety of purposes through cooperative learning techniques. These strategies help them ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

SIFE

ELLs that have experienced interrupted formal instruction are provided with all of the regular strategies and skills needed for language acquisition. However, special care is given in assessing their skills and providing a variety of enriching experiences. I.E. trips, photos, stories, vocabulary and oral history. Materials that are high interest and low vocabulary are provided. build up their area of weakness which is writing.

Plans for New Comers:

*Teachers are encouraged to have positive attitudes towards the new comers. Teachers have to understand that the new comers possess a wealth of knowledge and personal experiences. They are not blank slates. Teachers must embrace the culture and experiences of the students and use them as stepping stones to facilitate a smooth transition.

•Teachers must allow the new comers to interact and participate in various activities. Group the new comers properly, taking their English language proficiency, home language and age into consideration. At the beginning stages, teachers should allow students to be silent or assign non-threatening tasks. They should create ample opportunities for new comers to listen to the English language and encourage them to try to use it.

Plans for Long Term ELLs:

We assessed the students by their performance, portfolios, class work and test results. We plan to build a profile for each student and locate the problems and work on them. A review of these assessments show a trend, most of our long-term ELLs are weak in writing, which has a lot to do with their weakness in vocabulary and comprehension, lack of knowledge of the English language syntax, convention and culture. These skills will be taught explicitly. For these long-term ELLs, we will develop a schedule to provide individual conferencing.

Transition Plan for Students Reaching Proficiency

•Technically, when students reach the proficiency level, they are no longer entitled to services. However, because of the language factors, they are still not as proficient as their fellow students. They often need support. Our school allows them one additional year in the ESL program. These students are still granted their former test accomodations for the additional year. We set up one

hour a week for them to attend the ESL program to work on the areas that are experiencing difficulties. They are also included in the Title III after-school program and Saturday academic program

- Classroom teachers and subject teachers are informed about these students. They are advised to give more support in their teaching. Classroom teachers are encouraged to have periodic meetings with the ESL teacher.
- Parents are encouraged to attend workshops on ways to help their children.

English Language Arts:

Our ELLS receive an additional 180 minutes of English language arts provided by their classroom teacher. They are included in the literacy block which has a balanced literacy approach. The workshop model is emphasized. This includes mini-lessons, read alouds, shared reading, guided reading, word study and conferencing. Strategies are also used with content area material.

Classroom teachers and the ESL teacher collaborates to ensure that of ELL student receive the needed test accommodations that are indicated in the ATS report. Scheduling and translation/interpretation support is provided as needed.

7. 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?

Paste response to question here:

We strive to provide opportunities that are multi-sensory and kinesthetic in nature. In order to provide challenging educational experiences that are meaningful and contextual, our ELL students will use materials that have differentiated tasks to match their cognitive abilities (adapted books, classroom multi-cultural libraries), instructional materials that are aligned with the school’s core curriculum, and literature that reflect a variety of native languages to support our ELLs. Native language support is provided where necessary – such as using bilingual dictionaries, native classroom libraries, technology enrichments in the native language are available in our freestanding ESL program.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here: P221K staff uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency. The educators have a clear vision that includes high expectations for ELL student achievement supported by a purposeful plan of action.

All teachers work collaboratively. The ESL teacher also participates in meetings alongside content teachers. Teachers meet twice a week with a purpose of looking at a student work (ELLs-SWD inclusive) in order to discuss their academic and language performance in content areas and design new performance tasks and/or instructional strategies aligned with CCLS that address students’ needs and foster their performance growth.

Students are placed in content classes according to academic ability whenever possible.

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:			

Courses Taught in Languages Other than English *i*

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

9. 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.

response to question here:

This year P221K will continue to use intervention programs for ELL students in ELA, math, and other content areas. Our school instructional approach is based on the premise that English is best acquired within content, across all content areas. All content-area teachers are ELA teachers in addition to their disciplines. Professional Development for teachers is strategically designed to support this premise.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

P221K strives to make its program effective so that it meets the needs of ELLs in both content and language development. We are committed to supporting the development and implementation of comprehensive programs that enable our students to improve their performance and maximize their language potential. The things that make our program effective are:

High expectations for Learning;

Trajectory of Increased Rigor;

Lessons aligned with CCLS;

Cross content curriculum mapping and lesson planning;

Support and scaffolds for access to the standards;

Demonstration and Celebration of new learning;

High level of student engagement;

Overall classroom culture of excitement and engagement;

Culminating Performance Tasks work products;

Strong, school-based Social/Emotional supports;

On-going Professional Development Opportunites strategically designed to support Vocabulary Development -- school-wide instructional focus;

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here: New programs and improvements considered for the current 2013-2014 school year are:

Ready Gen - A language Arts program based on decoding skills, oral language, vocabulary development and comprehension.

Go Math - A mathematical program based on lessons designed to facilitate conceptual development, as the students master each content standard in the common core. The students will use manipulatives, models, pictures and symbols to deepen understanding.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

We did not discontinue any programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

ELLs are afforded equal access to all programs school-wide. They participate in our music program, Urban Voices or Music on the Brain. They are also invited to participate in our district basketball team. Our ELL students receive supplemental services including speech, occupational therapy and physical therapy as needed. They are invited or mandated to participate in our extended day program, test prep and Saturday academy when in session.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

The use of technology is incorporated to give students instructional support across all content areas. ESL materials will be infused throughout all aspects of instruction for all ELL subgroups. Content teachers and the ESL teacher actively incorporate the technology (overhead projectors, computers, software) approach in delivering instructions to students as well as in creating a variety of engaging grade-and-age appropriate hands-on/minds-on materials to be used for differentiated instruction and formative assessment.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

P221K has a Free-standing ESL program. Native Language support is delivered in our school through setting up classroom libraries that offer a variety of books on all levels with the reflection on the students' diverse backgrounds, their native languages, special needs and strengths of our ELL students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

The required service support and resources correspond to ages and grades of P221K ELL students. The instructional materials used to aid ELLs are provided in accordance with their age, grade, and proficiency levels. In the classroom teachers work with our ELL students to provide various entry points to meet the needs of the ELL students to better comprehend the material.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

Currently we do not offer any activities for newly enrolled ELL students before the beginning of the school year.

18. What language electives are offered to ELLs?

Paste response to question here: Currently we do not offer any language electives at P221K.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

Currently we do not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here:

1. The ESL teacher will attend a series of professional development workshops throughout the year provided by the District ELL and Literacy Offices. She will share newly acquired professional ideas and information regarding teaching ELLs with classroom and content area teachers during the (Collaborative Teacher Team) meetings that provide additional opportunities for teachers to improve their instructional practice in terms of ELLs.

The ESL teacher will keep abreast of the CCLS. She is included in staff trainings and participates in team meetings.

2. The ESL teacher will attend several PD workshops focused on CCLS:

November - Analysis of State ELA and Math assessments - What standards are being met by our ELL students? What standards do we need to focus on.

December - Close reading - how does it deepen understanding

3. There are ongoing collaborative meetings for classroom, content, and ESL teachers to discuss student progress, case studies and inquiries. During these meetings, discussions evolve around curriculum, differentiating lesson activities and adoption of curriculum to meet all students' needs (including ELLs) as they transition from elementary to middle.

4. The Professional Development plan for our teachers and personnel will include Jose P. Training conferences and workshops that highlight effective teaching practices by applying the 6 key strategies of teaching a second language that can be utilized in the classroom. Our non-ELL teachers will register for a Jose P. Training sessions through DOE and Network in order to fulfill NYS requirement for ESL training. Non-ESL teachers will learn the history of the litigation which became the means to providing students with language backgrounds other than English with equal access to learning and will be exposed to theories of first and second language acquisition, ESL methodologies past and present, and will experience hands-on practice in the approaches and strategies used to foster second language acquisition. At the end of the sessions, teachers will receive certificates that will be kept in their teachers' files at school.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 here:

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school leaders, the Parent Coordinator, Mr. Lewis, and faculty communicate high expectations for all students and partner with families to support student progress. Parents of are ELL's are invited to all parent workshops. Letters are send home in their native language where needed.

To support home-school relationships and improve communication with parents, including parents of our English Language Learners and students with disabilities, our school provides the following:

Conducts parent-teacher conferences each semester during which the individual child's achievement is discussed;
Arranges additional meetings at other flexible times, e.g., morning, evening and provides (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
Respects 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 in a format and to the extent practicable in a language that parents can understand;
Involves parents in the planning activities during the school year, e.g., Parent-Teacher Conferences;
Provides parents with timely information regarding performance profiles and individual student assessment results for each child;
Assists parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities;
Hosts educational family events/activities during Parent-Teacher Conferences and throughout the year;
Encourages meaningful parent participation on School Leadership Teams, Parent Association (or Parent Teacher Association);
Supports and/or hosts Family Day events;
Establishes a Parent Resource Center/Area or lend library: instructional materials for parents;
Encourages more parents to become trained school volunteers;

P221K provides all parents, including ELL students' parents, opportunities to engage in professional development workshops on issues relating to academic, social and behavior aspects of their child. Parents are assisted in understanding academic achievement standards (Common Core Learning Standards; NYSAA Extensions) and assessments and how to monitor their child's progress through a series of workshops they are offered to attend.

In addition, Parent Orientation Meetings are held for the parents of new ELL students.

P221K partners with the community based organizations to provide workshops and services to our ELL parents. We invite CITE representatives who deliver information to parents of our students about different types of services (educational; health care and clinical; employment; recreational, etc.) available that can be beneficial for their children. During the meetings of its representatives with parents, the questions regarding social support for parents of children with disabilities are discussed. Parents have opportunities to receive valuable information concerning food stamps and different types of social security aid.

Our school evaluates the needs of the parents on the regular basis. We utilize the meetings to evaluate the needs and concerns of our parents. Meetings are offered both in the day and evening, giving the opportunity for working parents to become active participants. Additionally, all materials are offered in parent's native language and the translator's service can be provided of necessary. Also, every year parents are offered a survey to complete in which they make informed decisions about educational programs that best meets the needs of their children.

P221K school leaders and staff strive to maximize parental involvement in our school life through conducting activities that address the needs of parents. With the support of our Parent Coordinator, Mr. Lewis, and the Pupil Secretary, Ms. Lambert, parents are regularly contacted and timely informed about school and parent programs, meetings, and other activities in a

language that they can understand to ensure their participation in the child's education. School staff assists parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. The hands on workshops help parents to understand their role in their child learning process. Our school conducts parent-teacher conferences each semester and arranges additional meetings at other flexible times to enable parents to participate in the individual discussion of their child achievement. The translation and interpretation services are provided if necessary. Parents are lent instructional materials as well as informed what materials would be helpful to buy and where to buy them. up

Two special workshops are held for the ELL parents that focus on the curriculum, ways to assist their children and resources that are arrival. We have a language translation machine to help make our parents more comfortable during meeting and to stress understanding. This year the school will be using school messenger which delivers information in various languages.

E. 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 response to question 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)
Clara Moodie	Principal		12/6/13
Ida Phillips	Assistant Principal		12/6/13
Philton Lewis	Parent Coordinator		12/6/13
Hua Yang	ESL Teacher		12/6/13
Averill Mason-Scantlebury	Parent		12/6/13
Yolande Edwards/Math	Teacher/Subject Area		12/6/31
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sheila London	Guidance Counselor		12/6/12
Roxan Marks	Network Leader		12/6/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K221 School Name: 221

Cluster: 4 Network: 401

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.

In accordance with Section VII of Chancellor's Regulation A-663 and Parents' Bills of Rights and Responsibilities, P221K has established the procedures for ensuring that the parents of ELL students are provided with meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school's LAP team maintains database regarding our students' primary language and whether their parents require language assistance to communicate effectively with the school's and DOE offices. Currently we have students from four (4) language groups (Spanish, Haitian-Creole, Bosnian, and Twi). P221K uses a variety of methods to identify language needs of parents in order to ensure that all parents are provided with appropriate and timely information on educational programs and opportunities of their children in a language they can understand. An initial determination of the child's home language is made by the ESL teacher or the school's in-take group through administering Home Language Identification Survey to a parent during the registration process. The Home Language Identification Survey forms are available in many languages. The information from the Home Language Identification Survey is provided to the school pupil accounting secretary who will enter the data into ATS. Home Language Identification Surveys are kept in students' files at school. We also refer to ATS reports for initial identification of home languages other than English. In addition, the information on parent language needs can be collected directly from parents or guardians during parent meetings, parent conferences, IEP meetings, and other school-wide parent activities. The pupil accounting secretary maintains a list of foreign-language speaking homes so that when a memorandum is distributed, she can ensure that translated versions are provided via the office of ELLs, school main office, or/and The Translation and Interpretation Unit.

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.

A review of the home language forms along with information from teachers has assisted us in determining that we presently need support in the following languages: Spanish, Creole, and Barbama. The findings are shared with the school community during SLT meetings, PTA meetings and staff conferences.

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.

Translation will be provided in-house by two (2) staff members (teachers) that are capable of translating written documents into Creole. We have a Spanish interpreter to assist our SBST member in the translation of documents to Spanish and we have one teacher that can translate and communicate in Chinese. We used parent volunteers and family members to translate for the other languages. We utilize the DOE Translation and Interpretation unit and the agency Legal Interpretation services for oral and/or written translation.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We purchased the Talk and Listen translation machine. It is capable of handling up to six languages. We also have several staff members that serve as oral interpreters in Spanish, Creole and Chinese. We have and will use when necessary, "Legal Interpretation services" located on Court Street and the Interpretation unit.

Oral translations also will be provided by an in-house school staff according to our plan: if any of our staff members doesn't speak the parents' language, he/she should obtain the assistance of an interpreter by requesting services a few days prior to the meeting; in case parents of ELL students would like to attend workshops and/or conferences, we would make every effort to have that parent's language needs met.

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>.

Translation will be provided in-house by two (2) staff members (teachers) that are capable of translating written documents into Creole. We have a Spanish interpreter to assist our SBST member in the translation of documents to Spanish and we have one teacher that can translate and communicate in Chinese. We used parent volunteers and family members to translate for the other languages. We utilize the DOE Translation and Interpretation unit and the agency Legal Interpretation services for oral and/or written translation.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Toussaint L'Ouverture	DBN: 17K221
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 26
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

A variety of assessments are used to drive instruction such as: portfolios, teacher's observation in task performance, teacher-made tests, student self-assessment, ECLAS 2, Acuity Assessment and standardized tests (NYSESLAT, ELA and the CTB).

An analysis of the above mentioned assessments indicated that the ELL students are in need of improvement in the following areas: phonemic awareness, vocabulary, listening and proficiency in reading and writing. The varied needs of our ELL students indicate that more instructional time is needed to provide success for these students. Therefore the Title III program will provide the much needed additional instructional time.

The Title III program, will be in the form of an after-school program. Grade 2 through 5 students will meet three days a week (Tuesday-Thursday), two hours (3-5 pm) for 13 weeks. The program on January 15, 2013 and will end on April 25, 2013. The target population will be ELL students in grades 2 -5 performing on all levels. Students are grouped by language efficiency and specific needs of each child. The workshop model will be used which encompassed the following: Presentation of a mini lesson, modelling, independent application, group interaction, and lastly sharing. All grouping is flexible based on need and specific task. Instruction will be in English. Our ESL teacher and a general education teacher will provide all instruction. These teachers will work together with planning and the execution of the lesson. The ESL teacher will share and model strategies to enhance learning for our ELL's. The general education teacher will have the group for 1 hour and the ESL teacher will have the group for 1 hour rotating instruction. Increased instruction was provided for the upper grade students to assist them with the Nyseslat and State testing. Through careful research and investigation of various programs, we chose Rigby's On Our Way to English and Knowledge Industries Craft Lessons. These programs were chosen for the following reasons:

- These programs are correlated with the No Child Left Behind Act.
- These programs were established after a study was administered on a population similar to our children with significant achievements.
- On Our Way to English includes the five reading components needed by our students – phonemic awareness; phonics instruction; reading fluency, vocabulary instruction, reading comprehension and writing. Craft Lessons also emphasizes writing which is needed by our students.
- These programs provide on-going assessment which assists us with information, evaluation,

Part B: Direct Instruction Supplemental Program Information

suggestions for alternatives strategies and placement.

- These programs use content-based instruction with authentic opportunities for students to use English in a variety of context.
- They follow a Balanced-literacy model which is implemented in our regular school day program, thereby providing the students with a familiar and comfortable learning structure.
- * On-Going assessment is provided to assist with grouping, placement and support needs.
- Computers are used to personalize instruction and assessment, and to improve writing skills.

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:

The literacy specialist, Math specialist along with Ms. Yang our ESL teacher will provide 2 sessions of professional development for the the teachers involved in the Title III after-school program. Workshops will focus on assessing student performance and work with a focus on writing. Teachers will be introduced to strategies that enhance language learning in the content areas: comprehensibility - Non-Verbal context clues chunking, pre-teaching of vocabulary and concepts foundations, re-teaching; Student interaction - flexible grouping, complex tasks and buddy work etc. Each session will be a two hour duration. The first session will be February 13 , 2013 (3-5 pm); and the second session is scheduled for March 21, 2013 (3-5pm.) In addition Ms. Yang will spearhead a study group focusing on instructional strategies to enhance learning for ELL's.

Indicators of Success: 1. On-going assessment of students' growth
2. Observation of how the strategies are used

Measures and Frequency of assessment

1. On-going assessment – monthly
2. Observation – Monthly

Part D: Parental Engagement Activities

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
- how parents will be notified of these activities

Begin description here:

Parents will be notified about the Title III after-school program in English and in the native languages where needed. Bilingual volunteers, DOE Translation services and our parent coordinator will work with the school to assure open communication is made with the parents. They will make sure parents are made aware of all family literacy services and training. Workshops in literacy and math are available at the school once a month.

Four Special workshops will be set-up for our ELL parents on the following dates:

February 9, 2013, March 9, 2013, April 13, 2013 and April 20, 2013 from 9 AM - 11 AM.

The workshops will focus on :

1. Understanding the NYSESLAT
2. Understanding and alignment of Common Core Standards
3. Understanding Everyday Math - Math shifts
4. Promotional Criteria – New Testing guidelines etc.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		