



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: *EL HAJJ MALIK EL SHABAZZ SCHOOL PS/IS 262*

DBN (i.e. 01M001): *16K262*

Principal: *JOELETHA FERGUSON*

Principal Email: *JFERGUS@SCHOOLS.NYC.GOV*

Superintendent: *EVELYN SANTIAGO*

Network Leader: *DR. KAREN AMES*

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
<u>Joeletha Ferguson</u>	*Principal or Designee	
<u>Deborah Greene</u>	*UFT Chapter Leader or Designee	
<u>Katherine Summers</u>	*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	
<u>Desiree Barter</u>	Member/ <u>CSA</u>	
<u>Vera Scott</u>	Member/ <u>Staff</u>	
<u>Carol Gibson Wilson</u>	Member/ <u>Staff</u>	
<u>Mamie Folk</u>	Member/ <u>Parent</u>	
<u>Nequan McLean</u>	Member/ <u>Parent</u>	
<u>Cecelia Trotman</u>	Member/ <u>Parent</u>	
<u>Vacancy</u>	Member/ <u>Parent</u>	
	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, 100% of teachers will have participated in targeted Professional Development on-site and off-site to improve pedagogical delivery to improve student achievement for all students irrespective of subgroup identification, as measured by observations by the Principal and Assistant Principal.

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.

On our 2012-2013 Progress Report, our Student Progress score was 16.4 out of 60 (D) – individual student improvement on NYS tests in ELA and Math between 2012 and 2013, compared to other students who started at the same level. Forty percent (40%) of the staff are new teachers (having 0-5 years of service), in addition, the CCLS are new to all teachers (experienced and newly hired).

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. According to the current Citywide Instructional Expectations (CIE), “in spring 2013, students in grades 3–8 took State English language arts (ELA) and math tests aligned to the Common Core standards for the first time. The results of the new State tests will provide baseline information about where our students are on their path to college and career readiness. Identifying and addressing the gap between what the standards demand and what students know and are able to do is at the heart of what we aim to accomplish as a system. With time, our students will rise to the challenge. In the meantime, the Progress Report will continue to control for changes in State exams, maintaining stability and fairness. Promotion and other policies will adjust gradually to align with this higher standard, supporting students and schools through the transition.”***
- 2. All teachers will participate in targeted professional development activities designed to improve teachers’ strengths in the fall of 2013, to support shifting teacher practice, we will provide teachers opportunities to participate in professional development sessions. These sessions are critical because high-quality teaching is the most powerful tool for helping students reach these higher standards.***

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

- 1. Network coordinators, Principal, Assistant Principal, on-site Coaches, Instructional Lead Teachers, and Teacher Teams (Inquiry, Grade Level, ELA, and Math Department teams)***

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

- 1. The Instructional Lead Teachers and Math Department Team will conduct an analysis of the assessment results as compared to the NYS assessments results to determine student progress.***

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

- 1. A minimum of three times a year between October 2013 and May 2014.***

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

- 1. Inquiry Teams comprised of grade level teachers and Department Teams will meet 3x per month during the Inquiry Meeting time.***

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).

We will have professional development sessions, Math and Literacy Nights facilitated by the on-site coaches and instructional lead teachers monthly. Topics will include Literacy, Math, CCLS, and grade level information for student achievement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy	X	Title IA	X	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 #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, 100% of the teacher teams will utilize the collaborative teacher team inquiry model for the development of performance-based assessments aligned to the CCLS and CIS, as evidenced by student work, learning tasks, students' goals, and student achievement.</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.
<i>Cross curricular conversations across grades and subjects are needed to plan effectively for student achievement. Teams comprised of teachers, Guidance Counselors, and Service Providers need to meet regularly to discuss data trends and student inquiry. This is crucial to determining students' strengths and weaknesses. This is based on the CCLS and performance based assessments students have to complete.</i>

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. <i>Beginning in October 2013, teams will plan and organize for team work. From October 2013 – May 2014, teams will attend professional development sessions within and outside of the school building. Teachers will be guided to set norms for group productivity and implement team goals. Teachers will be provided with common planning time and weekly inquiry time. As part of the professional development, teachers will visit schools with established teams. They will verbally report during Faculty Conferences. Professional books of team's choosing will be provided for team members. Administrators will model professional discourse, engage teacher teams as they examine student work and data, define instructional strategy and set goals for implementation. Student progress will be monitored with common assessments. Teachers will revise and repeat the inquiry cycle. Teachers will work on developing personalized learning plans and setting and monitoring both interim and long term goals for individual students. Teachers will continue to set professional learning goals to improve teacher practice. Through the collaborative inquiry cycle process. Teachers will continue to develop skills in organizing and analyzing data effectively to facilitate teaching and learning using formative and summative assessments.</i>
B. Key personnel and other resources used to implement each strategy/activity
1. <i>Network coordinators, Principal, Assistant Principal, on-site Coaches, Instructional Lead Teachers, and Teacher Teams.</i>
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. <i>The Instructional Lead Teachers and Math Department Team will conduct an analysis of the assessment results as compared to the NYS assessments results to determine student progress.</i>
D. Timeline for implementation and completion including start and end dates
1. <i>Teams will meet weekly and during common planning times from October 2014 and May 2014.</i>
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. <i>Teams comprised of grade level teachers and Department Teams will meet during the Inquiry Meeting time.</i>

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).

We will have professional development workshop sessions facilitated by on-site Coaches and Instructional Lead teachers monthly. Topics will range from Homework assistance, Literacy, Math, CCLS, and grade level information for student achievement.

Budget and Resource Alignment

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

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

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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.

Between September 2013 and May 2014, students will be engaged in a minimum of two (2) literacy tasks aligned to strategically selected CCLS. These tasks will be embedded in CCLS aligned curriculum and be appropriately challenging for all students irrespective of subgroup identification.

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.

According to the current Citywide Instructional Expectations (CIE), "in spring 2013, students in grades 3–8 took State English language arts (ELA) and math tests aligned to the Common Core standards for the first time. The results of the new State tests will provide baseline information about where our students are on their path to college and career readiness.

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

- To provide a rigorous curriculum and tasks for all students, including students in all subgroups. Goals and objectives will be incorporated, monitored, and revised throughout the year. We will continue to focus on:***
 - Deepening a shared understanding of the Danielson's Framework for Teaching;***
 - Data driven instruction aligned to the CCLS;***
 - Challenging and raising the academic profile of the school's high achieving students;***
 - Identify aspects of teacher practice that could help address student gaps in knowledge;***
 - Tracking and monitoring student progress;***
 - Embedding technology to support literacy;***
 - Using Fountas and Pinnell Benchmark system to track student progress in Reading in Grades K-8.***

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

- Network coordinators, Principal, Assistant Principal, on-site Coaches, Instructional Lead Teachers, and Teacher Teams.***

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

- Teams will meet weekly and during common planning times from October 2014 and May 2014.***

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

- Teams comprised of grade level teachers and Department Teams will meet during the Inquiry Meeting and common prep time.***

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

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1. *We will have professional development workshop sessions facilitated by on-site Coaches and Instructional Lead teachers monthly. Topics will range from Homework assistance, Literacy, Math, CCLS, and grade level information for student achievement*

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 monthly workshops on ELL and the Special Education Reform. Translation Services will be provided as necessary.

Budget and Resource Alignment

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

	Tax Levy	X	Title IA	X	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 #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.

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.											

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
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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	<i>Intervention in ELA is provided during our Early Morning Instructional Program; during our RTI periods; and small group instruction within class instructional time. The ELA CCLS aligned program is Harcourt Journeys (K-5) and Scholastic Code X (Grs. 6-8)</i>	<i>Students receive intervention services during RTI and small group instructional periods.</i>	<i>Services are provided within the instructional school day.</i>
Mathematics	<i>Go Math is the instructional CCLS aligned math program (K-5) and Pearson Connected Math (Grs. 6-8) Intervention is provided during RTI sessions</i>	<i>Students receive intervention services during RTI and small group instructional periods</i>	<i>Services are provided within the instructional school day</i>
Science	<i>The Harcourt Core Science program is used as students are instructed in the Life, Earth, and Physical Sciences. During the Science instructional periods, students explore the Scientific Method where investigation, experimentation, and interpretations facilitate conclusions and further inquiries. We also have Enrichment Science Specialists to provide additional hands-on instruction.</i>	<i>Students receive intervention services during RTI and small group instructional periods</i>	<i>Services are provided within the instructional school day</i>
Social Studies	<i>The Harcourt Social Studies program is used for students providing students instruction to develop critical thinking and</i>	<i>Students receive intervention services during RTI and small group instructional periods</i>	<i>Services are provided within the instructional school day</i>

	<p><i>research skills. We have a Social Studies teacher for students in Grades 6-8 to provide class instruction to students.</i></p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><i>Counseling is provided by the Guidance Counselors, School Psychologist, and Social Worker (SBST). Additionally, the SBST holds weekly conferences with teachers to develop appropriate goals and services for students. Peer mediation, weekly Pupil Personnel Committee/SIT meetings and Parent Workshops are also incorporated to provide intervention services to at-risk students.</i></p>	<p><i>Students will receive counseling first by their mandate (if any) and upon the counselor's schedules. The counselor will have to make available 30 minutes 2 – 3 days a week for at-risk counseling. Team will meet to discuss continuation of services or recommendation of services inside the school or at connected agencies.</i></p>	<p><i>Services will be provided within the instructional day.</i></p>

**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.

Teachers will be invited to participate in Professional Development sessions in-house and outside of the school building. Teachers are also paired with in-house mentors who meet regularly to ensure quality support and engagement. Teachers will also have the opportunity to inter-visit classes within the school building. Whenever necessary, teachers will visit schools outside of the school building for professional development.

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).

All staff will be invited to participate in Professional Development sessions in-house and outside of the school building. Teachers are also paired with in-house mentors who meet regularly to ensure quality support and engagement. Teachers will also have the opportunity to inter-visit classes within the school building. Whenever necessary, staff members will visit schools outside of the school building for professional development.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Resources will be used to support students in need of social services i.e.: STH, violence prevention, Head Start. We partner with social agencies such as; Children of Promise, Family Dynamics, and Bed Stuy Head Start to name a few. Students will be provided school uniforms, school supplies, articles of clothing, coat/sweater/hat/gloves/scarves, personal hygiene products, and items necessary for academic and social success.

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.).

School will provide monthly workshop sessions designed specifically for parents of PK students on the curriculum, entrance into Kindergarten, Early Intervention, CCLS, and strategies for student success.

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.

Teachers are given a survey to determine their input in reading assessments. Whenever possible, teachers will be invited to attend PD sessions on reading assessments and share information to colleagues to determine best form(s) of assessment will be beneficial to our students.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 16	Borough Brooklyn	School Number 262
School Name El Hajj Malik El Shabazz School		

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 Joeletha Ferguson	Assistant Principal Desiree Barter
Coach Cheray Hamilton	Coach type here
ESL Teacher Iris Torres	Guidance Counselor Carol Gibson and Chanda Thomas
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Isabelle Garner
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	515	Total number of ELLs	14	ELLs as share of total student population (%)	2.72%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out		1	4		1	3		2	3					14
SELECT ONE														0
Total	0	1	4	0	1	3	0	2	3	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	5

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	7			2		1	5			14
Total	7	0	0	2	0	1	5	0	0	14

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		1	2		1	1		1	2					8
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic			1			1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1			1		1						3
TOTAL	0	1	4	0	1	3	0	2	3	0	0	0	0	14

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)			1			1								2

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)			2			2		1						5
Advanced (A)		1	1		1			1	3					7
Total	0	1	4	0	1	3	0	2	3	0	0	0	0	14

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					!Und
4		1			
5	3				
6					
7	2				
8	1	2			
NYSAA Bilingual (SWD)					

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							1		
8			3						
NYSAA Bilingual (SWD)									

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.

Data from assessments is used to target and provide intervention instruction on the specific skills the students have not acquired or are struggling on. Most of our ELLs at this age level seem to be doing fairly well in these assessments as compared to their peers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
During the Fall 2012 administration of the Language Assessment Battery Test (LAB-R) one student in Kindergarten scored at the proficient level, two newcomers in grades two and five scored at the beginning level. Based on the Spring 2013 of the New York State Proficiency Test (NYSESLAT) data for students enrolled in the school in May 2013, five English Language Learners were tested in grades 1-2, one English Language Learner in grade 4, three English language Learners in grade 5, and 5 English Language Learners in grades 7-8
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](#))

NYSESLAT 2013 Proficiency Levels

Grades 1-2 - one beginning, two intermediate, and two advanced

Grades 4- one advanced

Grade 5- one beginning, two intermediate

Grades 7-8- one intermediate, three advanced

NYSESLAT data is used to determine the levels of language proficiency achieved by the students in each modality and to drive ESL and differentiated instruction in the ESL classroom and the regular classroom. NYSESLAT 2013 data is not giving us levels of proficiency by combined modalities but raw scores for each modality. This data will be analyzed to see the raw scores each student got and should get to scored proficient on each modality and on which modality or modalities the student needs to get more instructional support.

Students who need additional support in the areas of reading and writing will receive more English as a Second Language academic language instruction in these areas as they continue increasing their social language when they are pulled out for English as a Second Language instruction.

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?

One ELL took the ELA Math, and Science standardized tests in fourth grade. She scored level 2 in the ELA, level 3 on the Math and level 4 on the Science. Three ELLs in grade 5 with only a year living in the United States scored level 1 in the ELA and level 1 in the math. Two ELLs in grade 7 scored level 1 in the ELA and level 1 in the math. One ELL in grade 8 scored level 1 in the ELA and two ELLs level 2. Two ELLs scored level 2 in the math and one ELL level 3. The three ELLs in this grade scored level 2 in the science test.

b. c. Not applicable

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.](#))

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language development is considered to provide students with text books and other resources when available in other languages in the classroom as well as the use of bilingual dictionaries, cognates, and glossaries.

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

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

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](#).)
When parents come to register their children at our school they are given a Home Language Survey (HLIS) to complete indicating the language that is spoken at home. Translated versions of the Home Language Surveys in 9 different languages are available and provided to parents who need them. Our ESL teacher fluent in Spanish conducts the informal oral interview with the Spanish speaking parents. For other low incidence languages the interview is done in English if the parent knows English or brought an interpreter and if necessary the Translation and interpretation Unit is contacted to request the service of an interpreter. Spanish speaking students who are tested with the LAB-R and are entitled to receive services are also given the Spanish LAB to determine native language proficiency. Our Spanish bilingual ESL teacher revises all the Home Language Surveys completed by parents to make sure that all questions were answered, surveys were signed, and conducts the informal interview. The teacher determines if a new entrant student into the school system is eligible to be tested to determine entitlement to receive Bilingual/ESL services by looking at the responses given by parents and following the criteria to determine eligibility. Students are tested and Parent orientations are conducted within ten days of the students enrollment in the school.
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.
Once students are identified to be tested with the LAB-R test, they are tested within ten days of enrollment in the school. Entitlement letters, parent's brochures, and program selection forms along with an invitation to attend a Parent Orientation at the school are sent to parents of those students who score at or below the cut off scores for proficiency in the LAB-R and are entitled to receive services for ELLS. During Parent orientation meetings for newly arrived English Language Learners parents are provided with oral and written information in their native languages about the programs for English Language Learners offered in New York City by the Department of Education, and the program available in the school and other schools within the district or nearby districts. If a parent chooses a TBE/DL program on the program selection form as his/her number one option the ESL teacher would contact the school network for assistance in finding a district and school within this district that offers the program. As soon as the information is available the ESL teacher will contact the parent to come to the school to obtain the information and discuss the preference of transferring the student or not.
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](#)].)
Entitlement letters, parent survey and program selection forms and a parent guide are sent home as soon as it is determined the entitlement of the students to receive services. The ESL teacher also contact parents by telephone to ensure that the letters were received and to confirm that the parents will attend the scheduled orientations. The ESL teacher makes every effort to accommodate parents that request a more convenient time to attend an orientation. During the orientation meetings after viewing the video and reviewing written information parents have the opportunity to ask questions before they complete the Program Selection Forms and decide which program they think will be the best one for their children. Copies of entitlement letters and original completed parent surveys and program selection forms are placed on the students files kept by the ESL teacher in her classroom. The ESL teacher also maintains a program file where copies of the letters and parent survey and program selection forms are stored.
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.

Our ESL teacher makes every effort to ensure that parents receive the information, attend the orientation meetings, and returned and/or complete the Program Selection Forms within 10 days of the child's enrollment. Parents are informed in their native language that as soon as the parent survey and program selection forms are received the students will be placed in the program of their choice if available in the school and that they will receive a placement letter. Original placement letters are sent home to the parents and a copy is placed in the students files and the ESL teacher file.

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.

All students receiving ESL services take the NYSESLAT test in the Spring to determine the level of English proficiency, entitlement to continue receiving services, and exiting the program. Iris Torres the ESL teacher generates the NYSESLAT Eligibility report on ATS (RLER) to ensure that all students that are receiving services and are eligible to take the NYSESLAT are administered the test. Students are grouped to be tested in grades bands K-1, 2-4, 5-6, 7-8. The components of the test are scheduled to be administered in three consecutive days listening, reading, and writing. The speaking component is administered individually to each student during the testing period time frame.

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.  After reviewing the Parent Surveys and Program selection Forms for the past three years the parents of 5 newly arrived ELLS who attended our parents orientation meetings chose the English as a Second Language program available at the school as the program of their choice. The trends in parents choices are usually the ESL program as #1 choice, TBE as #2, and Dual Language as #3. Since we don't have a large ELL population in our school and within the district the ESL program continues to be the only program that can be offered in the school. Parents of English Language Learners in the ESL program for more than one year also have the opportunity to ask questions or request information about the different programs during parent meetings hosted by the ESL teacher throughout the school year before they decide what continuation of services program they would like for their children for the current or next school year.

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])?

1a. Our ESL program consists of a pull-out model for all the grades. Students are grouped according to age, grade, and when the need arises by level of language proficiency.

1b. For the school year 2013-2014 a total of seven English Language Learners are receiving English as a Second Language instruction. We have students in the beginning, intermediate, and advanced levels of language proficiency and the program model implemented is Heterogeneous (mixed proficiency levels).

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)?

Students are scheduled to receive the mandated minutes of ESL instruction weekly as per CR Part 154, 360 minutes for students in the beginning and intermediate levels of language proficiency, and 180 minutes for the students at the advanced level.

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.

ESL instruction follows a multidisciplinary thematic approach where the literacy instruction in English is integrated into social studies, math and science. To make content comprehensible and enrich language development the ESL teacher make use of instructional strategies to develop cognitive academic skills and content concepts and vocabulary (e.g. presenting information graphically, classifying, comparing and contrasting)

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

Students who are literate in their native languages are evaluated in the native language by providing them with available translation versions of tests. When translation versions are not available oral translation is provided by a staff member that might be fluent in the language or the translation and Interpretation unit is contacted for assistance in finding or hiring a translator. English Language Learners who are literate in their native languages also receive native language support by providing them with bilingual dictionaries, and available glossaries in content areas.

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

Authentic assessment forms, checklists, and charts, observation checklists, and performance assessments are used to evaluate the progress the students are making on each modality as they move from one stage of language acquisition to the next

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).

a. There are no students with interrupted Formal Education (SIFE) enrolled at the present time in our school. However, our plan for SIFE students is to provide them with literacy and content areas instruction to help them acquired the skills they need to be on grade level. Instruction will be differentiated in small groups providing also instruction in the Spanish native language by our bilingual Spanish ESL teacher.

b. Our plan for newcomers is to provide them with ESL instruction geared to develop their Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Skills (CALP), differentiated small group instruction in the regular classroom using scaffolding strategies for ELLs, the use of language software, AIS services, and other school programs. ESL instruction will also be differentiated within the groups with activities to increase English proficiency and develop the academic skills they need to do well in the regular classroom.

c. Our plan for ELLS receiving service for 4 to 6 years and long term ELLS is to provide them with intensive vocabulary instruction and interventions that will help them to continue developing and sharpening the skills in reading and writing which are the NYSESLAT components where they continue scoring advanced in the test and prevent them from scoring proficient.

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?

Teachers of ELL-SWDS use the same instructional strategies and grade level materials that are used with regular ELLS but are adapted to their needs using scaffolding strategies for ELLS and modified to the short and long term goals in their IEPs. ELL-SWDS have equal access than non disabled peers to the school's academic interventions, after school programs, Saturday programs, and extra curricular activities such as violin, chess in the school, enrichment programs, and sports.

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?

ELL-SWDS have equal access than non disabled peers to the school's academic interventions, after school programs, Saturday programs, and extra curricular activities such as violin, chess in the school, enrichment programs, and sports.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

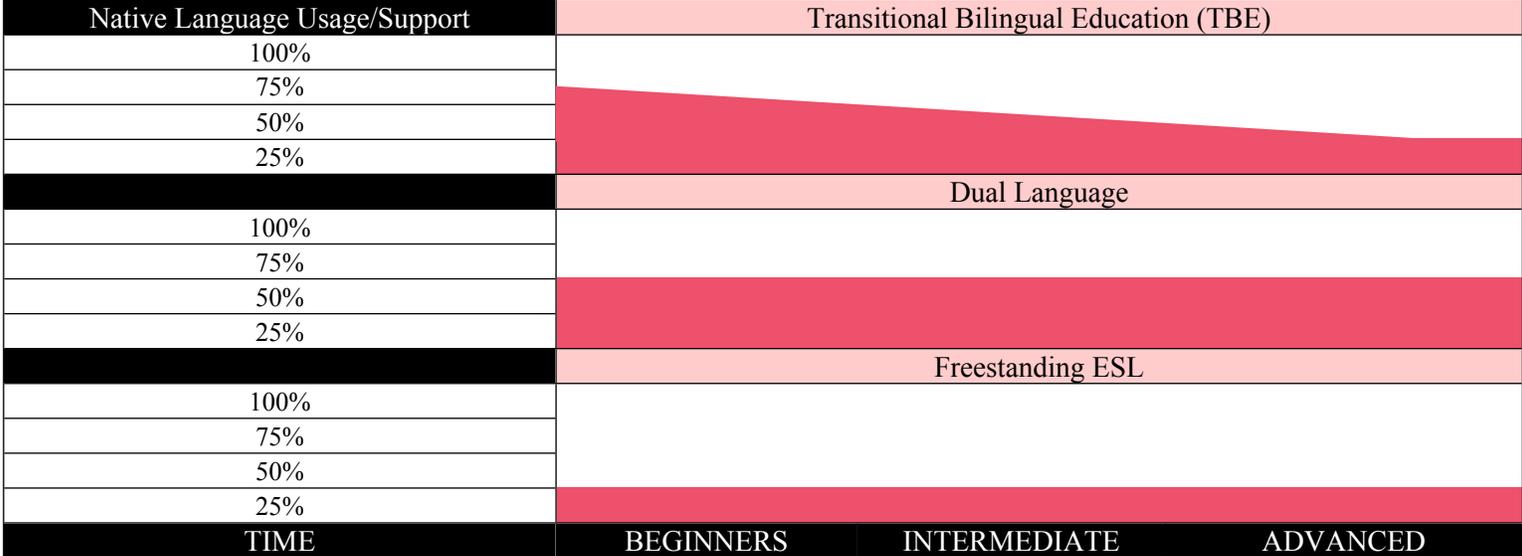
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
 ELLS who score levels 1 and 2 in the ELA, Math, and content areas tests receive AIS services during the school day, small group differentiated instruction in the classroom, and are invited to participate in the after school programs and Saturday programs. The interventions are offered in English. ELLS that are proficient in their native language can use bilingual dictionaries, glossaries, cognates and instructional materials that might be available in other languages.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
 ELLS who scored proficient on the NYSESLAT continue receiving transitional ESL instruction and AIS intervention services as long as they need it especially on the testing grades. They also receive small group instruction in the classroom, after school programs and Saturday programs. They continue receiving the testing accommodations for ELLS for two years.
11. What new programs or improvements will be considered for the upcoming school year?
 After reviewing our NYSESLAT, ELA, math, and content areas data no new programs or improvements will be considered for the upcoming school year since our ELLS have been making steady progress with the program and interventions we have in place.
12. What programs/services for ELLs will be discontinued and why?
 No programs/services for ELLS will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 ELLS have the opportunity as all students in the school to participate in all curricular and extra curricular programs/activities such as AIS, after school programs, Saturday programs, violin, chess in the schools, cheerleading, sports, swimming, girls scouts.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 English language English Language Learners receive explicit ESL instruction in listening, speaking, reading, and writing using scaffolding strategies for ELLS and the Into English Program. This program follows an instructional path of building linguistic skills through songs, chants, and poetry. Reading and writing skills through literature designed for ELLS, and academic skills through content areas lessons and activities. The ESL teacher also uses the following supplementary instructional materials to provide additional support:
- Phonics and Friends
 - SRA Reading Laboratory
 - Bilingual books
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 Students who enter the ESL program proficient in their native languages continue receiving native language support as they become proficient in English through literature in the native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
 All required services support and resources correspond to ELLS ages and grade levels because our instructional materials and intervention resources are age appropriate and correspond to grade levels in the school.
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.
 Not applicable
18. What language electives are offered to ELLs?
 Not applicable
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)?

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.
 1. The ESL teacher will attend professional development offered by the Network and the Office of English Language Learners.
 2. The ESL teacher participates in school based professional development about the Common Core Learning Standards.
 3. The guidance counselors provide the staff, students and parents with the middle/high schools directories and assistance with any questions or additional information that might be requested about schools and schools choices. They also coordinate open houses and middle/high school orientations for staff, students and parents in the school and keeps the students and parents informed about middle/high schools fairs.
 4. Not applicable

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?
 1. Parents are invited to attend monthly P.T.A meetings at the school and participate in different events such as the Donuts for Daddy program, family Math/Literacy night, assemblies, sporting events, parents vs. staff basketball games, and holidays celebrations. The school also hosts many informative workshops throughout the school year such as fire safety, Asthma, CPR, IZone, State exams, financial, obtaining the GED, Community Based organizations services available to families. The school has also implemented literacy, math, and assessment workshops not to only inform the parents about the progress their children are making but also to provide them with resources and strategies that they can use to help their children at home. Forms, fliers and handouts are translated in different languages if necessary. The school also utilizes staff members fluent in other languages for oral translations and/or the DOE Translation and Interpretation unit.
 2. The school partners with the following Community Based Organizations to provide services to parents: Brownstone Bedford Stuyvesant, Noll Pointer Program, Chess in schools, Girls/Boys Scouts
 3. The needs of the parents are evaluated by using survey monkey (online), open school day/night parent surveys (available in different languages), school environment survey. Parents can also contact the principal, assistant principal, parent coordinator, and guidance counselor via email through the school website.
 4. The parent coordinator role is to make sure that parents feel welcome in the school and get involve in their children education, be a liason between the school and parents and parents and teachers. Keep the parents informed about resources, activities, upcoming events, etc.
Help parents navigate the department of education system

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.

Part VI: LAP Assurances

School Name: EL HAZZ MALIK EL SHABAZZ

School DBN: 16K262

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joeletha Ferguson	Principal		9/22/13
Desiree Barter	Assistant Principal		9/22/13
Isabelle Garner	Parent Coordinator		9/22/13
Iris Torres	ESL Teacher		9/22/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Carol Gibson and Chanda Thomas	Guidance Counselor		9/22/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **16K262** School Name: **EL HAJJ MALIK EL SHABAZZ**

Cluster: **406** Network: **406**

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.

School will distribute written survey/material/notices/postings in English. When parents indicate on the survey materials that English is the second language and translation is needed, school will use translation services in desired language. School will first use pedagogue in school building as translators, then seek outside assistance from the DOE translation and interpretation office. Notices thereafter will be translated in the desired language(s).

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.

Major findings: our school community has a need for Spanish translation mostly. Pedagogue within the school building can provide Spanish translation.

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.

Written translation will be provided first by school personnel, secondly, we will use parents (if necessary and available) and lastly, we will use translation from the DOE office of translation and interpretation. In the case in which students need translation services for testing purposes, school will contract with the vendor, The Big Word.

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.

Oral translation will be provided first by school personnel, secondly, we will use parents (if necessary and available) and lastly, we will use translation from the DOE office of translation and interpretation. In the case in which students need translation services for testing purposes, school will contract with the vendor, The Big Word. Oral translation

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>.

Written and oral translation will be provided first by school personnel, secondly, we will use parents (if necessary and available) and lastly, we will use translation from the DOE office of translation and interpretation. In the case in which students need translation services for testing purposes, school will contract with the vendor, The Big Word. When parents are in need of translation services, again, the school will first seek assistance within the school building and then the translation and interpretation unit as necessary.