



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE EDWARD K ELLINGTON ELEMENTARY SCHOOL  
**DBN (i.e. 01M001):** 28Q140  
**Principal:** DAVID NORMENT  
**Principal Email:** DNORMENT@SCHOOLS.NYC.GOV  
**Superintendent:** BEVERLY FFOLKES - BRYANT  
**Network Leader:** MARLENE WILKS

**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
David Norment	*Principal or Designee	
Byanca Davie	*UFT Chapter Leader or Designee	
Tiffany Moore	*PA/PTA President or Designated Co-President	
Z.Georges	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	
Nina Dorster	Member/ Parent	
U. Carpenter	Member/ Parent	
R. Hasberry	Member/ Administration	
V. Ketcham	Member/ Parent	
A.Parker	Member/ Parent	
O.Harris	Member/ Parent	
	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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, teacher effectiveness will improve as evidenced by each teacher moving up at least one level on the HEDI scale outlined in the Danielson's Framework For Teaching with a special focus on Domains 2 and 3.***

### 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.

A third of the school's teaching force received an unsatisfactory rating for the SY 2012-13 therefore the school needs to embed professional development the Danielson Framework to ensure the alignment of teacher effectiveness needs and gaps.

### 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

**Strategy #1:** School administrators will conduct informal and formal classroom observations using the Danielson Framework as a tool to identify research-based ,effective instruction.

**Activity #1:** School administrators will conduct a minimum of six informal visits to classroom either alone or with a Talent Coach or Achievement Coach to observe practices of Domain 2 and 3 of the Danielson rubric.

**Activity #2:** Teachers will complete self-reflections regarding their practice in Domains 2 and 3.

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

**Strategy #1:**

**Activity #1:** School administrators will conduct classroom walkthroughs on Domains 2 and 3 using the Danielson Framework. Talent Coach (Office of Teacher Effectiveness) can ensure the Administration's actions are aligned to Danielson. In addition, external supports include an Aussie Representative to provide defined and targeted Professional Development to staff using the Danielson Framework to guide the work. In addition, the Leadership Coach will be used to ensure administrative accountability in Educational Law 3012c.

Finally, Teach Boost will be used as a resource to facilitate the administrative feedback to teachers and use the feedback to shape and monitor the goals.

**Activity #2:** Administrators, Talent Coaches, and Achievement Coaches will support teachers deeply reflect on their practices through the use of protocols and guiding questions.

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

**By December 2013 every teacher will be observed by administration.**

**Strategy #1: Activity 1: Mid-Point** By February 1, 2014:

a. 111 observations will be conducted. All Ineffective teachers will receive a minimum of 4 observations by administration by 2/14;

- b. all teachers identified as 'Ineffective' will receive targeted support and be scheduled to work with Aussie rep, Lead Teacher, Staff Developer and administration as a means of addressing deficiencies in a thorough manner;
  - c. teachers will be responsible for presenting approved artifacts that demonstrate student growth and progress towards CCLS and their IPM goals;
- Ineffective teachers will have participated in task and rubric analysis Professional Development, Learning Walks with administration, Mentor/Lead Teacher and interschool and interclass visitation.

**End of Year Target** By June of 2014:

- a. 35% of Ineffective teachers will move to Developing in Domains 2 and 3 of the Danielson Framework;
1. 30% of Developing teachers will move to Effective or Highly Effective in Domains 2 and 3 of the Danielson Framework. All teachers will self reflect and identify their specific areas in need of improvement.
  - 2.

**Activity #2:** Self-reflections will be used quarterly to measure the alignment between teachers' self-evaluations and observed practice.

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

1. By the end of September 2013, all teachers will have an initial planning meeting with administration.
  2. By the end of October 2013, all teachers will have an Individual Growth Plan based on the Danielson Framework utilizing Teach Boost to shape and build goals.
  3. Every four weeks Ineffective teachers will be observed to
    - a. ensure Growth Plan is showing evidence of improvement;
    - b. and in order to address individualized support for teachers.
1. Activity #2: Teachers will complete self-reflections quarterly.

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

**Access points**

- Learning Walks with Network;
  - PD focused on lesson planning (1e);
  - Classroom visitations with Network;
  - Crafting effective and timely feedback aligned to Danielson;
  - PD on analyzing student work to drive planning and instruction;
1. Creating curriculum maps and tasks aligned to Citywide Instructional Expectations and CCLS.

***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).

**PS 140 will further encourage school-level parental involvement by:**

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activates during Open School Week and throughout the school year around the Domains 2 and 3.
- Encouraging meaningful parent participation on School Leadership Team, Parent Association, and Title I Parent Advisory Council.
- Supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library, thereby making available instructional materials for parents;
- Providing interim progress reports;
- Developing a school newsletter;

- Send home a monthly calendar with key events listed;
- Sending home the lunch menu each month;
- Providing school planners for regular communication between teacher and the home.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Citywide Instructional Expectations Funding										

**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.
<b>CURRICULUM AND INSTRUCTION DEVELOPMENT ALIGNED TO CCLS – During the 2013-2014 school year, teachers will use the Common Core Learning Standards to address the instructional shifts and embed them into their planning and instruction.</b>

**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.
A coherent Unit and lesson plan lays the foundation for highly effective instruction and we have found, based on last year’s observations, teachers still struggle with designing coherent instruction. In addition, our 2012-2013 QR indicates that classroom practices with respect to rigor and coherence were inconsistent. Getting the planning right will be a major focus for the school this year as well as matching those coherent lesson and Unit plans with effective delivery

**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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<b>Strategy #1-</b> All teachers will participate in professional learning opportunities to improve their teacher practice and content knowledge.
<b>Activity #1:</b> Leverage the structure of the teacher team to design coherent and rigorous CCLS-aligned instruction: grade level teacher teams will identify, select, and adapt high quality and rigorous tasks and assessments (formative and summative) and embed them within the daily lessons for all sub groups. In addition, each grade level team will examine the units of work according to Universal Design for Learning principles and Understanding by Design structure as well as develop clarity of understanding with respect to how to implement effective teaching practice and content for unit implementation; and analyze student work products during grade meetings, inquiry team meetings, and grade level articulation meetings.
<b>Activity #2:</b> Teachers will receive professional development from outside vendors and Network Achievement Coaches on best practices for teaching conceptual understanding in mathematics and literacy. Topics include, but are not are not limited to: Unpacking Instructional Shifts and Standards to Design Quality Tasks;; How to Analyze Rigor in Tasks with Hess’ Cognitive Rigor Matrix; How to Create Rubrics that Align with Performance Assessment and Key Standards; How to Use Data to Drive My Instruction.

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

## Strategy #1

1. **Activity #1:** Teacher teams will meet during Professional Periods, common planning periods, and other agreed on times to plan for rigorous and high quality tasks, coherent arcs of instruction and tasks.
2. **Activity #2:** The instructional cabinet—principal, assistant principals, and instructional leads—in addition to Talent Coaches and outside consultants will provide professional development to all teachers which will focus on targeted areas of growth. In addition, the Leadership Coach will be used to ensure administrative accountability in Educational Law 3012c.

Also, the Network support will focus on data usage, curriculum alignment to CCLS, parent and community engagement and Special Ed as a lens to strengthen teacher effectiveness. The network will target Professional Development that will focus on QR indicators 1.1, 1.2, 1.3 and 2.2.

In particular, the Network will:

- a. work with Administration to ensure that operational functions support the Teacher Effectiveness Initiative;
- b. provide PD on aligning Curriculum Maps;
- c. provide sample Curriculum;
- d. ensure multiple entry points and Spec Ed and ELL accommodations are evident in maps;
- e. Instructional Shifts are evident.

Teach Boost will be used as a framework to facilitate the administrative feedback to teachers on how lesson plans were implemented and instruction was linked to CCLS.

1.

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

**Strategy #1, Activity #1:** During this initial planning meeting, administration will use the following data points:

- Observations of last year lessons, Units of Study and teacher team meetings.

By the end of December 2013;

- Review short term individual lesson and Unit planning goals and objectives;
- Formal and informal observations;
- Feedback with timelines;
- Targeted Professional Development (AUSSIE Rep; Lead Teacher; Staff Developer; Administration; Network);

1. Self-reflection and follow-up observation to ensure that there has been growth by at least one level in the Danielson Framework.

**Activity #2:** The instructional cabinet, lead teachers, and other instructional leaders will participate in monthly professional development provided by the network through the various cohorts, conduct in-house professional development, and receive feedback on instruction from their Network Liaison.

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

**Mid-Point** By February 1, 2014:

- d. After observations and planning all Ineffective and Developing teachers will receive targeted support and be scheduled to work with Aussie rep, Lead Teacher, Staff Developer and administration as a means of addressing gaps in their planning systematically and in a focused manner so they are working towards their IPM goals;
  - e. teachers will be responsible for collaboratively developing, submitting and sharing coherent lesson plans aligned to 1(e);
- teacher teams will demonstrate team protocols and practices to develop lesson plans and Units of Study aligned to CCLS, CIE and Danielson.

**End of Year Target** By June of 2014:

- b. All Units of Study will be aligned to the CCLS;
  - c. All Units of Study will be aligned to Danielson’s Rubric 1e: Designing Coherent Lessons/Units;
  - d. All teachers will have made progress in aligning their lesson plans to Danielson’s Rubric 1e: Designing Coherent Lessons/Units.
1. All teachers will have made progress on the Danielson Rubric for the delivery of lessons aligned to coherent lesson plans

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

By the end of September 2013, all teachers will have an initial planning meeting with administration.

All teachers will be given a monthly Scope and Sequence to ensure the

- c. multiple entry points;
- d. instructional shifts are evident;
- e. identified cohorts are catered for;
- f. consistency of content across the classes;
- g. aligned to real-world applications;
- h. rigorous tasks are embedded;
- i. rubrics and checklists accompany every task;
- j. focus on informational texts.

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).

- Creating a safe, supportive and effective learning community for students and a welcoming environment for parents and guardians;
- Assisting parents in understanding the common core standards and assessments and how to monitor their child’s progress by providing professional development opportunities for parents to learn about the CCLS.
- Sharing and communicating best practices for effective communication, collaboration, and partnering;
- Supporting parental involvement activities requested by parents;
- Ensuring that Title I funds allocated or parent involvement are utilized to implement activities as described in this compact;
- 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.

**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 #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.

**IMPROVE EFFECTIVE DATA USAGE – By June of 2014, 100% of all teaching staff will be utilizing formative and summative data to inform their planning and instruction.**

#### **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.

Effective use of data drives highly effective planning and instruction. Using the data will be a targeted goal to drive this school forward. Teachers need support and training in understanding that data usage is paramount to great teaching and improved student performance and progress. Teachers will utilize multiple forms of data to drive instruction. Universal Screener QRI -4, baseline assessment Fountas and Pinnel, GoMath Assessments, I-Ready Diagnostic, Periodic Assessments, and teacher embedded checks for understanding will all be utilized to monitor student 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**

**Strategy:** School administration will build and monitor schoolwide structures and systems that ensure teachers effectively use assessment practices in their instruction.

1. **Activity #1:** Teachers will create a comprehensive assessment strategy which includes checks for understanding, the monitoring of specific sub groups of lowest third, SWD, ELL on formative assessments, and multiple entry points for students.

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

**Activity #1:** External supports include an Aussie Representative to provide defined and targeted Professional Development to staff using the Danielson Framework to guide the work.

Teach Boost will be used as a framework to facilitate the administrative feedback to teachers and use the feedback to shape and monitor the goals.

In addition, the Leadership Coach will be used to ensure administrative accountability in Educational Law 3012c.

Talent Coach (Office of Teacher Effectiveness) can ensure the Administration's actions are aligned to Danielson.

Network support will focus on data usage and will target Professional Development that will focus on QR indicators 1.1, 1.2, 1.3 and 2.2.

The Network will:

- work with Administration to ensure that operational functions support the Teacher Effectiveness Initiative (3d);
- provide PD on how to use the data to drive planning and instruction;
- provide support for teachers on using data to plan that multiple entry points and Spec Ed and ELL accommodations are evident in maps.

1.

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

Teachers will submit grade level aggregated data and analyzed student work data to administrators pinpointing patterns and trends with respect to key standards in

relation to all student subgroups.

**Students' progress will be monitored and tracked across the following data sources:**

- I-Ready data
- Interim assessments;
- Universal screening - Sept 2013;
- Local measures;
- Attendance data;
- Student work;

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

**Strategies 1 and 2 – Teachers will meet in teacher teams, review a commonly used student work protocol, and use multiple data sources to monitor incremental growth and progress of students. Data will be tracked weekly and discussed during teacher team meetings.**

**Mid-Point** By February 1, 2014:

- f. After observations, discussions and feedback all Ineffective and Developing teachers will receive targeted support;
- g. They will be scheduled to work with Aussie rep, Lead Teacher, Staff Developer and administration as a means of addressing gaps in their planning. This will be a systemic and focused schoolwide response so that all teachers are working towards their IPM goals;
- h. All teachers will be responsible for collaboratively developing, submitting and sharing student specific and grade specific data in order to ensure RTI systems are addressing instructional deficiencies;

Teacher teams will consistently demonstrate team protocols for looking at student work and developing targeted plans for all students.

**End of Year Target** By June of 2014:

- e. Teachers will be using summative and formative data points to shape lesson planning and delivery;
  - f. All teachers will create a data binder housing multiple data pieces as per the Table of Contents;
  - g. Teacher teams will regularly analyze student work to the table for analysis, discussion and the extrapolation of teaching points
  - h. All Units of Study will name the common assessment pieces and evidence to be collected aligned to the CCLS and the CIE;
1. All Units of Study will have attached to them, the rubrics and checklists that have been collaboratively developed by teacher teams aligned to CCLS and the CIE

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

- Universal screening data results;
- Observations of last year's use of student data to drive instruction.

By the end of December 2013;

- Data Inquiry Team will be in place using data to make instructional decisions;
- Targeted Professional Development (AUSSIE Rep; Lead Teacher; Staff Developer; Administration; Network) focusing on identified cohort of teachers;

1. Self-reflection and follow-up observation to ensure that there has been growth by at least one level in the Danielson Framework (3d).

**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).

- Conducting parent-teacher conferences and align them to the Common Core Learning Standards
- Arranging additional meetings at other flexible times;
- Respecting the rights of limited English proficient families to receive translated documents;
- Providing information related to school and parent programs, meetings and other activities;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child;
- Ensuring that the Parent Involvement Policy and School Parent Compact are distributed and discussed each year.

**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
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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
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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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Leveled Reading and Writing Assignments	Small group	During the school day
<b>Mathematics</b>	Word Problems – Problem of the Day Assignments	Small Group	During the school day
<b>Science</b>	Science Lab	Small Group	During the school day
<b>Social Studies</b>	Leveled Reading and Writing Assignments	Small Group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling through specific reading assignment	Small Group and One to One	Before school and During the School 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

Strategies For Highly Qualified Teachers

Retention and Support:

Teachers are afforded opportunities for professional development devoted to meeting their assessed pedagogical needs. Through teacher surveys, grade discussions and teacher suggestions/ideas focused professional development is provided. Coaches, Network Specialist and administrators provide: Lesson demonstration; strategies for scaffolding/differentiating lessons; individual teacher support in analyzing student work and deciphering the Common Core Learning Standards; common planning time with the grade members; instructional materials and resources. Professional development from outside vendors also assists in supporting teachers' understanding of the new reading program. Funding is allocated to ensure that teachers are provided with all materials and resources to be effective pedagogues

- Targeted Professional Development based on citywide initiatives
- Aussie Representative support
- Network meeting and Teacher Mentoring Program
- Data Buddy (Data Inquiry Team Member)

Contact with Human Resources concerning information on certification issues

**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).

Teachers are sent to Network meetings focused specifically on topics associated with support for high needs student groups including special needs and ELL. Funding is allocated in order to provide time during the school day for teacher teams to meet, converse, analyze student work and support each other in the development of appropriately engaging student activities. Teachers are provided with the opportunity to voice their concerns, ideas and opinions to the Professional Environmental Committee, at Grade Leader Team Meetings and/or Instructional Team Meetings.

**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.).

Per session is given to the Guidance Counselor to create and administer violence prevention programs. Additional academic support is provided for students in temporary housing by the teaching staff on a per session bases. STH students are provided with supplies and materials to support their academic achievement.

**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.).

Throughout the year Pre-K parent are invited to attend writing celebration in Kindergarten.

Each Spring we host two open house events to provide families of current Pre-K students as well as students who will join us in September with the opportunity to familiarize themselves with our program.

**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.

Based on the initiative of the Superintendent and Deputy Chancellor, PS 140 partnered with PS 196 to learn best instructional practices. PS 196 also provided support for teacher training in Foundations. An instructional cabinet was created with vertical alignment in order ensure every grade was represented. These members were also our grade leaders who facilitated grade team meetings on a weekly basis. The Superintendent participated in a book club with these members every two weeks to strengthen the teams knowledge of building capacity. Every Thursday the instructional cabinet meets to discuss how the school will utilize the multiple internal assessments administered this school year. During these meetings the instructional cabinet also discusses how administration can support teachers with targeted professional development on utilizing multiple assessments.

**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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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 <b>28</b>	Borough <b>Queens</b>	School Number <b>140</b>
School Name <b>Edward K. Ellington School</b>		

### 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 <b>David Norment</b>	Assistant Principal <b>E. Pruitt/ R. Hasberry</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Judy Jacobs/ Anita Shataka</b>	Guidance Counselor <b>Rosemary Fabre</b>
Teacher/Subject Area <b>Lisa Pena/ 5<sup>th</sup> Grade</b>	Parent <b>Syed M. Haque</b>
Teacher/Subject Area <b>Terry Caridi/2<sup>nd</sup> Grade</b>	Parent Coordinator <b>Beverly Baptiste</b>
Related Service Provider <b>Dori Cohen/Speech</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>2</b>	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		Number of teachers who hold both a bilingual extension and ESL certification	
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)	<b>600</b>	Total number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>3.00%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	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	18	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	3	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	15			3		2				18
Total	15	0	0	3	0	2	0	0	0	18

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	1	3	3	1	4								13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian						1								1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					3	1								4
<b>TOTAL</b>	1	1	3	3	4	6	0	0	0	0	0	0	0	18

## 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								4

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)		1	2	1	2	1								7
Advanced (A)			1	2	1	3								7
Total	1	1	3	3	4	6	0	0	0	0	0	0	0	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	4				4
5					0
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	3								3
4	3			1					4
5									0
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					4				4
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.  
In order to assess the early literacy skills of students, we at P.S. 140 utilize ECLAS, Fountas and Panell, teacher-made assessments, internal assessments and NYSESLAT. The data speaks to the fact that the student performing at the Beginning level needs help in the area of Fluency, Phonemic Awareness, and Reading and Oral Expression. The Intermediate need strategic help with Phonemic Awareness, and establishing Reading Fluency and Comprehension. The Advanced level would benefit from Oral Reading and Comprehension. The above assessments drive our instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
.The comparison between language acquisition levels as per LAB-R for the newly admitted ELLs in the beginning of the school year (1B and 2A) and the NYSESLAT results administered at the end of the school year (3-I) show that students demonstrate moderate gains in English language acquisition. Students tend to show higher levels of proficiency in the higher grades as they gain more exposure to language.
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 [AMAQ tool](#))  
The patterns across NYSESLAT modalities drive our instruction. We need to continue to increase reading volume, acquiring more grade level vocabulary and expanding background knowledge. As a result, students reading comprehension and writing skills will improve. According to the NYS ELA test results, 6 ELLs scored level 1. 4 of the students were close to level 2 with scores of 1.98, 1.85, 1.82 and 1.73. The NYS Math results indicate 6 ELLs on level 1, and 1 on level 2. Three of the students were close to level 2 with scores of 1.97, 1.96 and 1.85. With a focused effort, we plan to have these students move past the level 2 score. NYSESLAT Beginner level, 1 student on the Kindergarten level, one student on the 4<sup>th</sup> grade level and 2 students on the 5<sup>th</sup> grade level. Intermediate level, one student on the 1<sup>st</sup> grade level, two students on the 2<sup>nd</sup> grade level, 1 student on the 3<sup>rd</sup> grade level, 2 students on the 4<sup>th</sup> grade level and 1 student on the 5<sup>th</sup> grade level. Advanced level, 1 student on the 2<sup>nd</sup> grade level, 2 students on the 3<sup>rd</sup> grade level, 1 student on the 4<sup>th</sup> grade level, and 3 students on the 5<sup>th</sup> grade level.
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?Formative and Summative, and Periodic assessments are used to track student progress. The ELL Periodic assessments predict the level of the student skills in Listening, Reading and Writing. The Item Analysis Report points to areas of need. The results of these assessments are discussed and classroom and ESL teachers use the data to plan instruction tailored to the needs of the students. The pattern across the proficiencies and grades indicate that students have been making steady progress. 1 student moved from B to I, 3 students from I to A. 3 students moved from B to A and 1 student moved from A to I. We only have a few students taking tests in their native language. Of those who do, the translation helps them in Math.
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](#).)  
We use a combination of Formative and Summative assessments to customize instruction to meet ELL's needs.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
When making instructional decisions regarding ELLs, a teacher must consider the possibility that ELLs may have difficulty understanding directions, and distinguishing sounds different from those in their first language. ELLs may also find it difficult to remember sight words if they don't understand the meanings of those words. A teacher must also consider the fact that there are differences in learning to read in a first language and in a second language which can provide challenges that must be addressed. Finally, skills developed in student's first language transfer to English if we help them make the connections.
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?

Paste response to questions here:

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

We evaluate the success of our program for ELLs by NYC's Progress Report of 2011-2012, NYSESLAT score, and Formative and Summative Assessments.

## 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](#).)  
At registration, every parent whose child is entering the New York Public Schools for the first time is required to fill out a Home Language Identification Survey in their preferred language. At that time, a licensed and trained pedagogue including either one of the ESL teachers, the Principal, the Assistant Principal, or a testing Coordinator, conducts the informal interview in English and in the native language (Spanish), whenever possible. The teachers in our school speak English, Spanish and Haitian Creole. All school staff-related sections of the HLIS are completed and signed by the appropriate personnel. The Home Language Identification Survey is carefully reviewed and the corresponding Language Code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. Based on parents' responses on the HLIS, the eligibility for LAB-R is established. The ESL teacher ensures administration of the LAB-R to all students with a home language code other than English, within ten school days of enrollment. Within the same time frame, the LAB-R Spanish is administered to students with a home language code of SP found eligible for additional language support as per LAB-R results. Erica Gonzalez, a Para Professional, who has a degree in Social Communication and Journalism in Columbia (DOE obtains record of credits). The results of both the LAB-R and the Spanish LAB are hand-scored and the corresponding records are kept in school. The cut-score matrix in the LAB-R Memo is used to determine the student's ELL entitlement status. Based on the results of the LAB-R, parents are notified via Entitlement or non-Entitlement letters in both English and native language where possible, about their child's eligibility for additional English language support. Pupils are placed on the English language support program based on the parents' choice and are provided with mandated instructional units for the entire school year. At the end of the school year, every English language learner is administered NYSESLAT in Speaking, Listening, Reading and Writing to determine student further eligibility for additional English language support.
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.  
To ensure that parents understand all three program choices, Transitional Bilingual, Dual Language, and Freestanding ESL, we have the following structures in place: In the beginning of the school year, after the administration of LAB-R is completed and the student eligibility for additional language support is established, we send ELL Entitlement letters on a school letterhead in the parents' preferred language, informing them of their child's entitlement to ELL services and the parents' right to choose one of the three ELL programs offered in New York City. In this letter, we invite them to the Parent Orientation Meeting scheduled on different days and times. These Parent Orientation Meetings are scheduled in the morning and in the afternoon to maximize parent participation. We create an agenda and a sign-in sheet to record attendance. Parent Orientation sessions are facilitated by ESL teachers and paraprofessionals fluent in Spanish. We invite staff members fluent in other languages based on need, to get the message across. The Parent Brochures in different languages are given out to parents. We inform parents about three English language support programs available in New York City public schools, regardless of the programs(s) currently available at the school. Parents are informed of the regulation that school must form bilingual classes in NYC public schools

when there are 15 or more students in two contiguous grades in an elementary school. Parents are invited to view a Parents Orientation Video in their preferred language. A question and answer period is provided. After that, parents are asked to fill out the Parent Choice and Selection form in their preferred language. For those parents that are not able to attend Targeted Parent Orientation meetings, we send another invitation for the Individual Parent Orientation session.

Individual Parent Orientation sessions are offered to parents throughout the rest of the school year as soon as new children are admitted to our school. We collect and review Parent Survey and Parent Selection forms and place students in programs based on parents' choice. For those parents who want their children transferred to another school that offers bilingual education the placement office is contacted. The required information for newly identified ELLs is entered into the ELPC screen on ATS. We try to keep an accurate and updated file on persons who choose a bilingual program that we are not able to offer..

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](#)].)

We download Entitlement Letters from the DOE website in both English and the parent-preferred languages, customize them for each student, attach the Parent Survey and Selection Forms, place them in an envelope and send them home for the parents to respond. We make sure parents are aware that the default program for ELLs is Transitional Bilingual Education as per CR Part 154. We make several attempts to reach out to parents and help them choose a program for their child. In case the letters are not returned, and our attempts to reach out to parents are ignored, we contact the Placement Office, request appropriate documentation for Bilingual Education and send that information to parents.

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.

After parents identify their program choice, we inform parents about their child's placement in the language program of their choice. We place students in either Freestanding ESL, Transitional Bilingual or Dual language program accordingly. Within the last few years, 4 parents have requested a bilingual program. However, we do not have enough students who speak the same home language on one or two contiguous grades that would warrant opening a bilingual class. If we do get a sufficient number of students, we will open a bilingual program as per CR Part 154. Despite the fact that parents are advised of the different options that are available to them, they choose a Freestanding ESL program and remain at P.S. 140.

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.

During the spring of every school year, the NYSESLAT Examination is administered to determine if the ELL student will continue to get services.

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. 

The program model in our school is generally aligned with parent requests. Our ELLs are provided with equal access and opportunities to participate in all school programs, extra curricular activities and services. We have a system in place to support our students' home languages. Our students are provided with bilingual glossaries in content areas; we encourage students to use bilingual dictionaries during and after school; we offer them children's literature in English and their native languages. We provide transition from native language to English language skills and give comfort to our newly arrived students. We also provide language support to increase communication between school and parents by utilizing all possible resources.

# 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])?

This year, instruction is delivered through the combination of Push-In and Pull-Out models. The ELLs are grouped heterogeneously (across 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)?

Our staff ensures that the students are receiving the mandated amount of instruction in the following ways: our state-licensed ESL teachers push into classrooms to provide them with instruction; the students that are on the beginning level and intermediate level receive 360 minutes of instruction per week. The students that are functioning on the advanced level receive 180 minutes of instruction of ELA as per CR Part 154.

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.

Our ESL teachers use research-based instructional approaches and methods to make content comprehensible to enrich student language development. They integrate Common Core Learning Standards with the content area instruction into their teaching. There is a focus on content vocabulary, differentiated instruction and scaffolding. Our ESL teachers confer with the classroom teachers as well, in order to support content vocabulary and concepts for the ELLs. Teachers provide scaffolded instruction for the different units in ReadyGen. In addition, pertinent thematic units are taught. ESL teachers provide differentiated instruction to help students improve their Speaking, Listening, Reading and Writing skills.

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

For students found eligible for English language services and whose home language is Spanish, we administer Spanish LAB to identify their native language skills. For students with special needs, bilingual specialists assess students' native language skills using appropriate language instruments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all 4 modalities of English acquisition throughout the year. The ways that we evaluate are teacher made assessments in alphabet, sight words, phonics, fluency, response to literature, and the use of student-completed graphic organizers.

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. SIFE students are placed in age-appropriate classrooms. We try to pair the SIFE with a peer who speaks his/her language. The SIFE are given an equal access to participate in all student activities and receive Title III and AIS services, as well as the support of the Guidance Counselor and bilingual social worker. We give students intensive instruction in building literacy skills and vocabulary development in a small group setting.
- b. Newcomer students are provided with Leap Frog, language Tutor, visuals, manipulatives, picture books and tapes, and i-ready. Differentiated Instruction is provided for all ELLS. We distribute to students, available bilingual glossaries in Content Areas and make sure the child has a dictionary in his/her home language with them during and after schools hours. We closely monitor their progress both in English language acquisition and in the Content Areas through formal and informal assessment, conference notes and conversations. We also reach out to parents to consolidate Home and School connection. Our parent Coordinator helps find parents speaking the same language. Parents are provided with translated versions of the information sent out to parents. Parents are invited to enroll in the Adult ESL Class of our local library. Since NCLB requires testing for

ELLs in

the system for more than one year, our ELLs are part of RTI, after school instruction and Saturday instruction.

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?

To provide access to the academic content and accelerate English language development our ELL-SWD are mainstreamed into age appropriate ESL classes and are introduced to a rigorous curriculum to maximize learning. Some of our ELLs have alternate placement paras who aid in their instruction. ELL-SWDs have full access to all the supplemental academic programs offered in our school. During the ESL instruction our teachers use ReadyGen, and the emphasis is placed on the acquisition of social and academic vocabulary taught through ESL strategies such as TPR, language experience approach, and sheltered English.

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?

To meet the diverse needs of our ELL-SWDs within the least restrictive environment, we will use curricular, instructional, and scheduling flexibility by incorporating multisensory approach to learning to read, open response questions in math, use of manipulatives and tools, partnerships, flexible group[ing with General Ed. ELLs, and other approaches to provide a positive environment to accelerate learning.

### 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:	h		
Social Studies:			
Math:			
Science:			

### 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


### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.
- Our school has a variety of targeted intervention programs for ELLs in ELA and in Math. ELLs who are struggling academically in content areas are offered an extended day and a pull-out program taught by our ELL and classroom teachers using ESL strategies. We also have an after school program and a prospective Saturday program is planned for this and the up-coming school years.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL program is effective and it is meeting the needs of our ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- We will continue with our push-in program.
12. What programs/services for ELLs will be discontinued and why?
- As of now we do not anticipate discontinuing any of our school initiatives in ESL instruction and support.
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 equal access to all programs, services, extra-curricular activities and enrichment opportunities. They partake in our Chess and Choral clubs. They take advantage of the Academic Support programs including Small Group Instruction, Tutorial, and Response to Intervention.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use a variety of instructional materials to support our English Language Learners. In addition to Harcourt "Moving Into English", we have a collection of Big Books for read-alouds. We have leveled libraries in different genres, including books from ReadyGen in order to support content area instruction in Science, Social Studies and Mathematics. The Leap Frog materials are in constant use by the classroom teachers, as well as the Language Tutor program by the ESL teachers for language support. The ESL classroom is equipped with computers with internet access. We encourage ELLs in Primary grades to take advantage of the Starfall program in order to enhance students' phonemic awareness, phonic as well as decoding skills. Also, the i-ready program has been utilized. Promethean Boards are also being used in most classrooms to motivate students and to enhance their learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the ESL program model, the native language support is given a high priority. The use of glossaries and dictionaries is being taught and encouraged. Newly admitted English language learners are paired with students speaking the same language. Our school, as well as classroom libraries, have books in languages other than English. Students are encouraged to read books in their native language and reflect in their Reading Logs. Our guidance counselor, paraprofessionals, and parent volunteers also encourage parents of the newly arrived English language learners to feel comfortable and play an active role in our school community.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We provide services and choose necessary resources for our ESL program taking into account our English language learner's age and grade level. The students are placed in grades appropriate to their age and are taught with materials that correspond to their grade and age.
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.
- Our newly enrolled English language learners are offered an ESL summer school program in order to assist them to acquire more language skills during the summer months. In addition to the educational program, students are encouraged to attend the recreational component of the summer school to develop social skills and enhance language learning. When new ELLs enroll throughout the year, they are assessed and activities are created for their individual needs.
18. What language electives are offered to ELLs?
- At this time, P.S. 140 does not offer any foreign language electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - 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:

### **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.

We provide direct and indirect professional development to all classroom teachers and service providers on an ongoing basis. 7.5 hours of ELL training is offered on Staff Development days, through Lunch and Learns, Grade, and Faculty Conferences. To ensure congruency of instruction, ESL and classroom teachers engage in articulation about most effective strategies and approaches to reach out to ELLs. When the ESL teachers push-In, we collaborate with the classroom teachers as we engage in the Common Core Learning Standards. ELL training for a minimum of 7.5 hours for classroom teachers and paraprofessionals is provided during Grade conferences, Lunch and Learns, Faculty Conferences and on Election day. Special Education training on ELLs subgroups was provided by Rachel Huff from our network focusing on Mainstream vs Inclusive Education. Also, training regarding the IEP process is provided by our network. There is articulation between the ELL Teachers and staff, Guidance, Assistant Principal and Principal regarding the ELLs transition into Middle School. There is an Orientation for both students and parents to discuss the needs of ELLs. Guidance provides classroom lessons on transition to middle school explaining the application process and providing description of middle school programs. In addition there are assemblies for 5<sup>th</sup> grade students and teachers to help with the process. The Guidance Counselor receives professional development on the application process; SEMS. Records are maintained in a locked filing cabinet in the ESL classroom.

### **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?

Parents are involved in every aspect of the school life. Parents are part of the School Leadership Team, the LAP Committee and the Safety Committee. The Parent Coordinator makes certain that all materials are translated into the major language groups. We have parents who assist families new to the system in their native language. Parents are invited to attend class trips and assembly programs. Our teachers attend PTA meetings to speak on key issues. Each parent has been invited and encouraged to attend workshops provided by staff members. Informative workshops are given for parents of ELLs on such topics as "Common Core State Standards", parent volunteer training, parent bookclubs, workshops targeted for test strategies, parent safety/antibullying meeting, and workshops targeted specifically for ELLs.

### **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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 28Q140 School Name: Edward K. Ellington

Cluster: 2 Network: 209

**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**

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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.

To assess our school's written translation and oral interpretation needs, we have the following system in place: At registration, parents fill out a Home Language Identification Form where they indicate the preferred language for written and oral communication. This information is entered into the ATS system and the student emergency card.

In addition to that, teachers survey parents to find out whether they need an interpreter to enhance communication. Parents are made aware regarding their right to, and the availability of language services.

To assess the school's need in translated materials we download data from ATS and identify what languages are represented in our school for the current school year, and how they are distributed among the grades and classes.

To accommodate translation and interpretations needs, we resort to both teachers and outside resources. In collaboration with the Parent Association, we identify parent volunteers willing to provide need-based oral and written translations. We also take advantage of the services offered by the DOE Translation and Interpretation Unit including, but not limited to, written translations of documents containing critical information regarding a student's education, over-the-phone interpreting services and others.

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.

Through collaboration with the Parent Association, School-Based Support Team, School Leadership Team, ELL Department, and other parties, we determine and share the information about the language groups our school is comprised of. To date, among ELLs, Spanish is the major language group.. For visits from parents who cannot communicate proficiently in English, we need to request the DOE Translation and Interpretation Unit to translate into other languages.

## Part B: Strategies and Activities

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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.

The school sends out letters and correspondence translated into Spanish. We regularly update the information on parent preferred language of communication in both written and oral form. This data inform the need in translated materials disseminated to parents, as well as the number of interpreters for oral translation during Parent-Teacher conferences, IEP meetings, workshops, and other school functions. Written translation services are usually provided by the DOE Translation and Interpretation Unit, as well as in-house by school staff.

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.

Parent volunteers, teachers and staff members, fluent in languages other than English, translate at various school functions, Parent Association meetings, and Parent-Teacher Conferences. With low-incidence languages, we use over-the-phone translation service provided by the DOE Translation and Interpretation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All parents are informed of their rights to translation services in writing. During each parent meeting, parents receive translation services. Posters giving information about Department of Education translation services are displayed in the main office.. Parents are provided with translated versions of the Parent Bill of Rights and the Family Guide. We maintain an appropriate and current record of the primary language of each parent, both in ATS and on the student emergency card. We keep accurate records regarding the provision of language assistance services in order to monitor progress when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English.