



P004K

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75K004
ADDRESS: 530 STANLEY AVENUE, BROOKLYN, NY 11206
TELEPHONE: 718-498-6680
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75K004 **SCHOOL NAME:** P4K

SCHOOL ADDRESS: 530 Stanley Avenue Brooklyn NY 11207

SCHOOL TELEPHONE: 718-498-6680 **FAX:** 718-927-3554

SCHOOL CONTACT PERSON: Deborah Evans **EMAIL ADDRESS:** DEvans@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Deborah Evans

PRINCIPAL: Ms. Deborah Evans

UFT CHAPTER LEADER: Ms. Gloria Barber

PARENTS' ASSOCIATION PRESIDENT: Ms. Angela Smith

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 752

NETWORK LEADER: Stephanie McCaskill

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ms. Deborah Evans	*Principal	
Ms. Gloria Barber	*UFT Chapter Chairperson	
Ms. Angela Smith	*PA/PTA President or Designated Co-President	
Ms. Chernise Clarke	Parent Member - PTA Secretary	
Ms. Anie Camille	Teacher	
Ms. Latasha Green	Parent Coordinator	
Mr. Louis Garrison	Parent Member	
Ms. Jennifer Brathwaite	Staff Secretary	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

The mission of P4K is to provide all students with an appropriate education that mirrors the academic rigor of their general education peers. We believe that a collaborative effort among staff and families gives all students the opportunity to learn, grow, and acquire levels of excellence when given effective teaching in a nurturing and caring environment. Our goal is to ensure that students with severe cognitive disabilities have access to the New York State Core Curriculum along with the New York State *Alternate Grade Level Indicators* (AGLIs), and that instruction is differentiated in order to meet IEP goals and objectives. We aim to develop each student's ability to function as independently as possible within the school, home and community.

P4K's Positive Behavior Intervention Supports (PBIS) has been, and continues to be, the cornerstone for fostering a safe and positive learning environment. The five concentrated areas of behavioral expectations known as S.P.O.R.T. (Self respect, Preparation, Organized, Respectful and Try hard), are taught using puppets that are incorporated throughout the day and across learning environments.

Instructional teams and coaches lead, develop and implement instructional strategies, approaches and interventions on an ongoing basis in response to data collection and analysis. A wide range of assessments, instructional practices and collaborations are utilized to meet the varied cognitive, communicative, social, and behavioral needs of our student. P4K incorporates the following teaching programs and methodologies into daily instruction through differentiated learning centers.

P4K believes in the power of collaborative work and grants teachers time and administrative support in areas such as instructional team meetings, common planning time, inquiry team meetings, PBIS site and advisory meetings.

P4K has developed partnerships and collaborations outside of our organization that encourage our students to interact with their community and engage in enrichment activities across content areas. We also provide numerous opportunities for professional development for teachers and other staff. Some of these partnerships include:

- A Social Café, in partnership with community restaurants, which engages students in authentic communicative social skills development.
- P4K swimming and gardening program in partnership with Operation Greenthumb, the Brooklyn Botanical Garden, community members and a local charter school
- Positive Behavior Intervention Supports (PBIS) in collaboration with P109K
- UFT Teacher Center at P4K@81 with NYC DOE, UFT, and NYSED
- Teachers College Reading and Writing Project: teacher professional development workshops
- District 75 CHAMPS, after-school physical education program
- District 75 Communication and Socialization Through the Arts program (CASTA)
- P7K inclusion program allows P4K students to integrate with their general education peers
- District 75 Very Special Arts Festival
- NY Cares and HSBC bank partnerships provide our students with holiday gifts and clothing and the opportunity for letter writing
- High school partnership at 843
- P140K at garden
- Resolution-A Grant for the purchase of new desktop and laptop computers, and Smartboard equipment to integrate technology into the curriculum
- Teachers College Reading and Writing program.
- English Language Learners (ELL) Saturday program at P65 for students, parents, and staff.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. K004				
District:	75	DBN #:	75K004	School BEDS Code:	307500013004

DEMOGRAPHICS									
Grades Served in 2009-10:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	* 6	● 7
	● 8	● 9	● 10	● 11	● 12	* Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	23	24	23				TBD		
Kindergarten	4	30	13						
Grade 1	0	48	5	Student Stability: % of Enrollment					
Grade 2	7	34	6	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	10	15	4			90.1	TBD		
Grade 4	18	11	8						
Grade 5	20	19	11	Poverty Rate: % of Enrollment					
Grade 6	0	1	1	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		75.0	0.0	0.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	16	8		
Grade 12	0	0	0						
Ungraded	194	126	261	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	276	308	332		0	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	253	284	309						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	23	24	23	Principal Suspensions	0	0	TBD
Number all others	0	0	0	Superintendent Suspensions	2	0	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	4	6	31	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	3	51	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	74	78	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	44	44	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	34	31	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.3	Percent more than two years teaching in this school	64.9	69.2	TBD
Black or African American	69.9	68.8	67.5	Percent more than five years teaching anywhere	40.5	35.9	TBD
Hispanic or Latino	19.9	20.5	21.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	2.9	2.7	Percent Masters Degree or higher	86.0	90.0	TBD
White	6.5	7.8	8.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.1	98.4	TBD
Multi-racial			TBD				
Male	77.5	77.6	75.6				

DEMOGRAPHICS							
Female	22.5	22.4	24.4				

2009-10 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	Proficient
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

The P004K School leadership Team, Administrative Cabinet, School-based Coaches, and the UFT Representative have collectively and collaboratively examined the past Quality Review, Parent Learning Environment Surveys, Formative and Summative Assessment Data, Brigance Assessment Results, New York State Alternate Assessment (NYSAA) Results, Assessment of Basic Language Learning Skills,(ABLLS), PBIS Assessment Data and the results of the Inquiry Team, and have identified our school strengths, accomplishments and barriers to school and student performance levels. The team has also reviewed the School Comprehensive Education Plan (SCEP) goals and action plans identified for the year 2009-2010. These documents have assisted the Leadership team and the Organization in analyzing and formulating our new school goals and action plans for the academic year 2010-2011 School Comprehensive Education Plan.

Performance Trends, Goals and Rationale

Mathematics

For the 2009-2010 school year, 147 students participated in NYSAA. In ELA, 96%, of all students in grades 3-6 scored level 3 and higher. In Social Studies, 87% achieved a level of 3 and higher. In Science, 97% of all students scored level 3 and higher. However in Mathematics, 92% of students achieved a level of 3 or higher as compared to 97% in 2008-2009 academic year. There has been a consistent drop in math scores across all grades in 2009-2010 compared to 2008-2009. Closer examination of the Inquiry Study Data showed results showed a deficit in number skills and operations. Based on data from the NYSAA, and the results of the Inquiry Study for Pre-K over the last year, we have identified Math as an urgent and critical need to create a SCEP goal for the academic year 2010-2011. For this reason, we have purchased The Everyday Mathematics Program which will be implemented to ensure the achievement of this goal with an emphasis on the intensive use of manipulatives, games, songs and technology to promote student learning.

Parent Involvement

As of June, 2010, we had a total of 624 parents who attended P4K school events. This represents a 40% increase in parents visiting the school as compared to 376 in the 2008-2009 academic year. Regular opportunities for formal parental involvement include PA, School Leadership Team (SLT) meetings, IEP meetings, triennial and annual reviews, classroom celebrations, Meet and Greet. In addition, families are invited to attend P4K events covering a variety of topics including class and site-wide academic celebrations workshops, and assemblies. In April 2010, we initiated a Saturday ELL program with a focus on collaboration between teachers and families to develop new English language skills and build cultural bridges. The P4K Organization provided information to families in the following formats: flyers and teacher- and student-created invitations, newsletters monthly progress reports, letters, communication, books and telephone calls. Attendance at school events has historically leaned more heavily towards social events and parent conferences than toward informative workshops. P4K observes a need to increase parental involvement at informational (academic and behavioral) workshops in order to provide parents with the skills and tools required to reinforce and enhance home/school partnerships and support student learning.

The results of the Learning Environment Survey disseminated in June 2008-2009 revealed that 36% of parents responded to the survey, up from 17% in 2007-2008. However, there was a slight drop of 3% in 2009-2010. The survey results indicated that the greatest areas of need are in meeting academic expectations (Score of 7.3) and engagement (score of 7.3) as compared all special education schools. P4K organization formally invites guardians and families to participate in goal-

setting for students during annual reviews, triennials, parent-teacher conferences. With the assistance of the Parent Coordinator, it is the expected and continued goal of P4K to increase the number of parents attending school-wide events and workshops designed to meet their needs as expressed on the Learning Environment Survey. Based on the above data, we have identified Parent Involvement as an ongoing goal to increase the number of parents participating in the Learning Environment Survey especially in the areas of engagement and meeting expectations.

Communication

P4K Organization is increasingly receiving children with a wide range of special needs including those with limited verbal and social skills. District 75 students have the most challenging behaviors and are most cognitively, motorically and socially impaired. The children that P4K service are mainly diagnosed with Autism, multiple handicapped, hearing impaired and children with mental retardation and emotional handicapped. Their primary deficits are in communication and social skills. Communication is the vehicle that drives the development of social skills and for these children, who have severe challenges we must teach them how to interact with others.

These challenges include speech and language (receptive and expressive), social skills, behavioral and motoric problems, all of which contribute to their deficient social skills. Our goal is to improve the spontaneous engagement in social interaction as well as address and improve all individual challenges.

By teaching them to interact we are increasing their ability to function within the school and community. By becoming more social, perhaps it will translate to developing more communication skills. By being better communicators and more social we can help them to overcome their deficits and develop individualized plans mainstreaming them back into general education and/or the workplace and community.

Children with ASD and other speech and language impairments respond better to visual/symbolic supports, repetition and structure. It is imperative that all team members have the children's best interest in mind and engineer the environment to allow the children to be successful. By providing appropriate visual /symbolic supports/ icons in the room, we are ensuring that we address the child's communicative and social challenges.

An examination of the ABLLS results conducted last year with 6:1:1 population in the areas of social interaction, requesting and communication skills, it was found that 80.3% of the students made gains in social interaction, 79.7% made gains in requesting and 77.5% showed increases in one or more communication skills. Based on these data, the organization intends to continue collect data to populations to monitor their performance. Therefore, we have identified communication and social interaction as one of our major goals in 2010-2011 to ensure appropriate communication systems are in place for our students to navigate their environment to improve social interaction.

Professional Development

With 28 new teachers with *less than three years of experience currently in the organization*, representing 36% of our teaching staff (not including related services) have prompted the leadership of the organization to include professional development as a major thrust for improving student outcomes for 2010-2011 academic year.

In this context, new and seasoned teachers need to have a significant repertoire of strategies to promote student learning in all environmental contexts. As teachers grow and learn the organization wants to ensure that teachers are utilizing the Professional Teaching Standards that would allow them

to self – assess and monitor their performance over time. This will translate into their creating designing a personal, professional development plan that is supported by the administration. It is through rigorous professional development opportunities that teachers are informed of the latest research in best practices that include Data Collection and Analysis, Differentiated Instruction, the 3-E Model of Instruction, AAC Devices and their implementation in Center -Based Learning. This professional development support for teachers will enable them to define, develop and replicate these best practices in the interest of our children.

English Language Arts

In the 2009-2010 school year, 147 students participated in the New York State Alternate Assessment (NYSAA). In ELA, 96% of all students in grades 3-6 scored a level 3 and higher as compared to 948% in the 2008-2009 academic year. Data collected from the Teachers College reading and Writing Program Pro (TCRWP) system evidenced wide gaps in the reading sub-skills of phonics, fluency (sight words), and comprehension among a targeted group of 12:1:1 and 8:1:1 students in alternate assessment classes. This led to the implementation of an inquiry which focused on improving student outcomes in reading using a word study approach (Words Their Way) combined with guided reading strategies.

In our targeted group of 12:1:1 and 8:1:1 classes, the inquiry team results revealed an increase of students achieving 2 or more reading levels during the 2009-2010 school year. Students utilized the Teachers College Assessment Pro, which is a formal assessment tool.

As a result of students achieving 2 or more reading levels in our 12:1:1 and 8:1:1 inquiry group, we will expand this program to students reading at the emergent level in the 12:1:1 and 8:1:1 alternate assessment classes in order to increase one or more reading levels from baseline.

Barriers to Student learning

Students need lots of supports to address their different learning styles and needs. P4K has a sustained policy to ensure that individual needs are met. However, there are a few existing barriers that can affect our student learning.

- Lack of Parental Support at home. P4K provides many hands-on workshops that immerse parents with ‘Make and Take’ materials so they can replicate same activities at home with their children.
- Teacher absenteeism stemming from staff going on maternal, sabbatical, and mid-year leaves
- Ongoing Admission/ Discharges of Students during the year
- Too many individual mandates that require excessive Pull-outs rather than Push-ins

SECTION V: ANNUAL SCHOOL GOALS

Goal 1: MATHEMATICS

By June 2011, students in PreK-2 alternate assessment programs will demonstrate a 5% increase in basic numeration and operations skills as evidenced by baseline data collected from Everyday Math Assessment and P4K Assessment Instruments.

Rationale: This goal has been created in response to the results of the Inquiry Team confirms that students in PreK met a 2% increase in counting and recognition skills only. Therefore, there is a need to develop greater proficiency in numeration and operations skills utilizing a standard based curriculum.

Goal 2: COMMUNICATION

By June 2011, students with autism will show a 5% increase in social interaction through demonstrated mastery of targeted skills as evidenced by ABLLS baseline data collected in September.

Rationale: This goal was created in response to our data analyses of the ABLLS scores which revealed student achievement of 2% or more gains in Social Interaction.

Goal 3: PARENT INVOLVEMENT

By June 2011, family involvement at school-based events and response to the NYC Learning Environment Survey will increase by 5% as measured by school- based attendance records and the NYC Learning Environment Survey.

Rationale: This goal was created in response to our analyses of parent attendance records at class and school events, and participation in the Learning Environment Survey.

Goal 4: ELA/READING

By June 2011, reading achievement, for students who participate in 12:1:1 and 8:1:1 alternate assessment and read at the emergent level, will increase from baseline data by one or more reading levels, as measured by Teachers College Assessment Pro.

Rationale: This goal was created in response to the 2009-2010 Inquiry Team Research for students who participate in Alternate Assessment, which revealed an average gain of one or more reading levels per year, as measured by TC Assessment Pro.

Goal 5: Professional Development

By June 2011, new teachers (those with less than 3 years of experience) will create a personal professional development plan aligned to the Professional Teaching Standards that will yield an annual satisfactory rating on formal and informal teacher and classroom observations.

Rationale: This goal was created in response to our growing number of teachers (over 25) who have fewer than 3 years of teaching experience.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in PreK-2 alternate assessment programs will demonstrate a 5% increase in basic numeration and operations skills as evidenced by baseline data collected from Everyday Math Assessment and P4K Assessment Instruments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Strategic Timeline:</u> <u>September/November</u></p> <ul style="list-style-type: none"> • <u>September:</u> Distribute Everyday Math Kits to all teachers that includes teaching guides, student books, manipulatives CD- Rom, games and songs • Establish a 90-minute Math Block in all classrooms to provide extended experiences with math manipulatives, songs, games and technology. • Create a math learning center incorporating Everyday Math manipulatives to differentiate instruction based on students’ ability and IEP Goals • Teachers will create visual/symbolic/cues and label bins in the Math centers based on Skills Domain versus manipulatives with differentiation of materials • Baseline data will be established for PreK-2 alternate assessment students using modified Everyday Math Diagnostic Assessment Instruments • Introduce the 3-E Instructional Model (Engage, Explore and Evaluate) to drive teacher lesson plans that are aligned to the standards, differentiation, student modes of communication and IEP Goals • <u>October:</u> • Saturday workshops will be offered for teachers to attend professional development in deepening their understanding of the Everyday Math Programs.

- Teachers will be provided with in-house professional development opportunities to build teacher's capacity to implement and differentiate Everyday math tasks, process and product
- School-based coach will conduct professional development for teachers and paraprofessionals on how to unpack the Everyday Math Program and use the games, songs and manipulatives during the 90-minute math block

September – June

- **Ongoing:** Using a variety of instructional strategies and resources that respond to students' diverse needs, teachers will modify tasks based on students' needs
- **Ongoing:** Collaborative teams will meet to analyze the assessment results to inform instruction and assess student progress
- **Ongoing:** Ongoing professional development in math facilitated by school-based math coach to develop strategies to support center- based learning
- **Ongoing:** Family Math sessions to enhance home/school partnerships to support student math homework and math experiences
- **Ongoing:** In class follow up support and facilitation via modeling and demonstration
- **Ongoing:** Weekly collaborative meetings will use protocols to evaluate student work products, teachers' lesson plans and evaluate best practices in the delivery of math
- **Ongoing:** Provide access and demonstrate the relevant software Math games at the math centers along with hard copies of math games
- **Ongoing:** Teachers will administer periodic assessments using Math Assessment Checklists and P04K Math Periodic Assessment Rubrics to measure progress and inform instruction
- **Ongoing:** Teachers will utilize a variety of communication devices that will appropriately match students ' needs and profiles to allow them to actively participate in math instruction
- **Ongoing:** Teachers will have opportunities to use a variety of manipulatives to address the diverse needs of students to promote learning outcomes

	<ul style="list-style-type: none"> • Ongoing: Extensive use of technology for games, songs, calculators. etc • Ongoing: All classroom teachers' schedules will reflect a 90-minute Math Block to support differentiated instruction • Teacher will use self-evaluation checklist to monitor status of math centers and activities • Ongoing data analysis will inform instruction and allow for adjustments in the program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • General school funds will be utilized to hire a school - based coach • Allocate Tax Levy monies accordingly • Allocate Code (100 & 337) curriculum • Allocate Per Session Monies accordingly • Employ creative scheduling to facilitate collaborative team meetings to be held during common planning time to analyze samples of student work, share lesson plans, problem and to instructional accordingly • Allocate Project Arts monies accordingly
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • In September 2010, baseline data is gathered in numeration and operations skills from our PreK-2 alternate assessment students using Everyday Math Assessments and P4K-created Periodic Assessment instruments • In February 2011, targeted students will achieve a 2% increase in numeration and operations skills as measured by Everyday Math Mid -Year Assessment and P04K- created Periodic Assessment Instruments • In June 2011, targeted students will increase their numeration and operations skills by a further 3%, as evidenced by Everyday Math End of Year Assessment and P4K-created Periodic Assessment Instruments • By June 2011, students in PreK-2 alternate assessment programs will demonstrate an overall increase of 5% in basic numeration and operations skills as evidenced by baseline data

<p>SECTION VI: ACTION PLAN</p> <p>Continued</p> <p>Subject/Area (where relevant): <u>Communication</u></p>	<p>collected from Everyday Math Assessment and P4K Periodic Assessment Instruments.</p> <p>Supporting Evidence</p> <ul style="list-style-type: none"> Attendance, sign-in sheets and minutes of staff involved in professional development opportunities will be monitored throughout the year <p>Establish student data binders with evidence of periodic math assessment data and other relevant information</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students with autism will show a 5% increase in social interaction through demonstrated mastery of targeted skills as evidenced by ABLLS baseline data collected in September</p> <ul style="list-style-type: none"> Exemplary math displays related to New York State standards will be posted and celebrated on classroom doors
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September/October: Records of professional development workshops will be kept by school - based coach</p> <ul style="list-style-type: none"> Classrooms teachers and paraprofessionals will administer the ABLLS to establish baseline Ongoing collaborative discussions using Everyday Math Individual Profile of Progress, Checklists and P04K Periodic Assessment Rubric will conducted and discussed during Speech teachers will administer and distribute progress of Communication Profile Assessment Tracking System Video and Digital Photo evidence of student interacting at math centers. Display of authentic Teacher work samples Teamwork in all learning centers in all core subjects to provide opportunities for social interaction and communication. Ongoing informal 'Walkthroughs' will be conducted by P4K administrators utilizing the P4K Professional Teaching Standards professional development workshops in communication systems for all staff <ul style="list-style-type: none"> October/November: Speech teachers will train parents on communication systems that will enable parents to provide relevant support for their children toward mastery of this goal Teams of staff members will review IEP goals/objectives established by CPSE and revise where appropriate January-February: Re - administer ABLLS/ Communication Profile Assessment Tracking

	<p>system to chart progress toward meeting this goal</p> <ul style="list-style-type: none"> • May -June: Re- administer ABLLS/ Communication Profile Assessment Tracking System to measure progress and mastery of goal <p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Provide students with AAC supports to afford them with ongoing access to communication across all environments • Speech teachers will conduct professional development with all staff in utilization of communication systems during instructional time • Classroom teachers to create innovative activities that support the use of AAC devices including visual clues and picture boards to support learning • Collaborative monthly planning meetings among staff and speech teachers to evaluate the efficacy of the communication systems • Opportunities for teachers to attend professional development by speech teachers in the use of several communication techniques that build students' communication systems • Formal and informal classroom observations to ensure that students' communication systems are embedded and utilized throughout the instructional day • During the Pre-K non-attendance days, Pre-K teachers will adapt and modify instructional material accordingly to include visual supports to facilitate student learning • Teachers will substantially create and adapt ' Make and Take ' models and symbolic products to facilitate communication and learning during center -based instruction <p>Responsible stakeholders in the school</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS</i></p>	<ul style="list-style-type: none"> • Allocate Tax Levy monies accordingly • Allocate Code (100 & 337) curriculum

<p><i>budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Allocate Per Session Monies accordingly • Allocate Per Diem teacher substitute monies • Employ creative scheduling to facilitate collaborative team meetings to be held during common planning time to analyze samples of student work, share lesson plans, problem solve and to implement best pedagogical practices accordingly
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • In September 2010, baseline data in social interaction is established for students with autism targeted students using ABLLS Assessment Instruments • In our Mid-Year Assessment –February 2011, targeted students will achieve a 2% gain in social interaction as measured by ABLLS Assessment Instruments • In our End of Year Assessment - June 2011, targeted students will demonstrate a further 3% increase in social interaction as measured by ABLLS Assessment instruments • By June 2011, students with autism will show an overall increase of 5% in social interaction through demonstrated mastery of targeted skills as evidenced by ABLLS baseline data established in September 2010. <p style="text-align: center;">Supporting Evidence</p> <ul style="list-style-type: none"> • Video / Digital Photo evidence of students actively participating and interacting socially • Implementation of P4 K Communication Profile Assessment Tracking System for Data collection and analysis • Parent attendance logs of all trainings will be collected • Collaborative team agendas/minutes of meetings will be collected • Formal and informal teacher observations conducted by school administrators • Ongoing informal ‘ Walkthroughs’ will be conducted by P4K administrators utilizing the P4K Professional Teaching Standards checklist

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SECTION VI: ACTION PLAN

Continued

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, family involvement at school-based events and response to the NYC Learning Environment Survey will increase by 5% as measured by school-based attendance records and the NYC Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategic Timeline: <u>September:</u></p> <ul style="list-style-type: none"> • Principal will distribute a letter to parents and guardians welcoming them to the new school year. • Each site will host a Parent ' Meet and Greet' breakfast orientation to welcome parents and review school-based annual goals along with other instructional initiatives • Administration and School Leadership Team will review and analyze the results of the 2009-2010 NYC Learning Environment Survey and identify barriers to improving parent involvement in school community work and propose solutions for increasing parent involvement • Parent Coordinator and PTA / School Leadership Team will disseminate parent surveys to identify the workshop needs for parent and thus provide opportunities to conduct appropriate and relevant workshops to promote greater attendance at these events. Data on attendance, letters and calls will be logged accordingly • Each site will establish monthly assembly programs to acknowledge and celebrate student accomplishments <p><u>October/November :</u></p> <ul style="list-style-type: none"> • Create and distribute a Parent Handbook at each site within the P4K Organization, Parent Coordinator will create and distribute a parent handbook sharing the school vision and mission, its policy and procedures and other relevant information • Purchase School Messenger to deliver automated recorded messages to families informing

	<p>them of student attendance, upcoming events, weather and emergencies.</p> <ul style="list-style-type: none"> • Ongoing: School will provide Family workshops in core subjects areas to enhance home/school partnerships to support student homework and experiences • Ongoing: Parent Coordinator will develop and disseminate P4K Parent newsletters monthly that highlight upcoming dates for school events, parent – teacher conferences and site celebrations. • Ongoing: Invitations, flyers and letters will be dispatched accordingly highlighting upcoming events at the school • Ongoing: Parent Coordinator will provide parents with information and professional development workshops to access ARIS as a resourceful tool to review their child’s performance and other relevant information • Ongoing: Monthly Progress Report to be sent to parents informing them of student progress • Ongoing: Proposals/letters seeking to have families and /or friends accompany teachers and children on academic tours, gardening, swimming, bowling and other recreational and/or enrichment events • Ongoing: Disseminate to parents the Monthly School Leadership Team minutes for updates • P4K will host its Second Family Photo Night and Parent Recognition Ceremony • Responsible stakeholders
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Allocate Tax Levy monies to host and conduct professional development workshops for P4K parents • Allocate Title 111 monies accordingly • Allocate Parent Coordinator’s allocation accordingly

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- By June 2011, family involvement at school-based events and response to the NYC Learning Environment Survey will increase by 5 % as measured by school- based attendance records and the NYC Learning Environment Survey.
- Parent coordinator will review attendance and sign-in sheets for all school meetings and/or events for each site *during December, March and June*
- Parent coordinator will review and analysis the summary and detail School Messenger reports detailing the number of parent calls that are delivered to a person, a machine, busy, or a disconnected number
- Increased parent involvement at IEP conferences , Parent teacher conferences, monthly assembly program , PTA meetings and other school events as evidenced by attendance logs

SECTION VI: ACTION PLAN

Continued

Subject/Area (where relevant): ELA/Reading

<p>Annual Goal Goals should be SMARTer – Specific, Measurable, Achievable, Realistic, Time-bound, ethical, and recordable</p>	<p>By June 2011, reading achievement, for students who participate in 12:1:1 and 8:1:1 alternate assessment and read at the emergent level, will increase from baseline data by one or more reading levels, as measured by Teachers College Assessment Pro.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>September / October:</u></p> <ul style="list-style-type: none"> • TC Assessment Pro running records and comprehension questions will be administered to determine baseline levels of targeted students • Establish and organize classroom libraries that will support student guided, shared, and independent reading activities and levels • Establish the daily practices that support student reading habits: reading logs, baggies, partnerships, home support, daily independent reading opportunities • School-based literacy coach will provide training in the administering and recording of the TC Assessment Pro reading assessments. • School- based Literacy coach will provide professional development to foster teacher understanding of the Comprehensive Balanced Literacy program • Celebration of ‘Library Week’ to showcase completed classroom libraries. <p><u>Ongoing:</u></p> <ul style="list-style-type: none"> • School- based Literacy coach will model the various components of Balanced Literacy in classrooms and the Teacher Center for teachers to replicate • Teachers will provide a variety of level-based reading strategies to be incorporated in daily practice • In-house, district level and Teachers’ College professional development workshops

	<ul style="list-style-type: none"> • Re-administer Teachers College Assessment Pro (5 sub-tests) in <i>November, March and June</i> and enter data online. • Monthly collegial review of assessment results and student artifacts (reading logs, reading responses) to inform instruction • Monthly collegial review of the P4K Reading Comprehension Curriculum units to plan instruction and develop support materials.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Allocate Tax Levy funds accordingly • Allocate Code (100 & 337) accordingly • Allocate Per Session monies accordingly • Employ creative scheduling to facilitate collaborative team meetings to be held during common planning time to analyze samples of student work, share lesson plans, problem and to implement best pedagogical practices accordingly • Allocate code 685 professional development workshops monies accordingly
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>November 2010</p> <ul style="list-style-type: none"> • Targeted students will have up to date daily reading logs • All targeted students will engage in daily independent or partner reading as evidenced by reading logs <p>January 2011</p> <ul style="list-style-type: none"> • Teacher will generate a checklist of reading strategies employed by students • Reading logs will project greater stamina and volume in independent reading <p>March 2011</p> <ul style="list-style-type: none"> • Reading logs will indicate a variety of genres in independent reading • Reading logs will indicate home reading support <p>June 2011</p> <ul style="list-style-type: none"> • Formal assessments will evidence individual student growth of one or more reading levels • By June 2011, reading achievement, for students who participate in 12:1:1 and 8:1:1 alternate assessment and read at the emergent level, will increase from baseline data by one or more reading levels, as measured by Teachers College Assessment Pro.

SECTION VI: ACTION PLAN

Continued

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, new teachers (those with less than 3 years of experience) will create a personal professional development plan aligned to the Professional Teaching Standards that will yield an annual satisfactory rating on formal and informal teacher and classroom observations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • <u>September-October 2011:</u> • New teachers complete a self-assessment based on the professional teaching standards continuum • New teachers meet with supervising AP to discuss goal and develop a personal professional/.strategic plan to address their goal • New teachers will seek out appropriate professional development activities given by District 75 and internal coaches, develop cohort of learning teams and choose classes for inter –visitations • <u>November 2010 - June 2011:</u> Inter-visitations will be scheduled by AP/Coordinator • Mentors are assigned to new teachers to assist in achieving their goal • School –based coaches will provide concurrent and follow-up trainings/ teacher support as needed
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in</p>	<ul style="list-style-type: none"> • School budget and District 75 resources will be utilized to support this initiative • Schedules will be monitored to facilitate inter-visitations meeting time and follow-up trainings • Per Session monies will be allocated accordingly • Per diem monies will be allocated accordingly

this action plan.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- In September/October 2010, new teachers (with < 3 years of experience) will meet with administrators for an initial interview to identify goals and develop baseline professional growth and development plans aligned to the Professional Teaching Standards.
- In January /February 2011, administrators will meet with targeted staff members for Mid-Year review to identify evidence to support /evaluate progress and growth, and if necessary, to revise goals using the P4K PTS checklist
- In March-April 2011, targeted staff will continue to use action plans and revise goals as required. Administrators conduct informal and formal observations to acknowledge teacher progress and growth using Teacher Formal Observation Rubric and the P4K Professional Teaching Standards Checklist.
- In May 2011, administrators will meet with targeted staff for an exit interview to review, evaluate and reflect upon evidence to support progress and growth and achievement of their professional development goals.
- By June 2011, new teachers (those with less than 3 years of experience) will create a personal professional development plan aligned to the Professional Teaching Standards that will yield an annual satisfactory rating on formal and informal teacher and classroom observations.

Supporting Evidence

- New teachers will keep a log of professional development activities(e.g. inter-visitations, cohort learning teams, mentoring, follow- up trainings, and support workshops)

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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	2	2	N/A	N/A	0	0	0	0
4	6	6	0	0	0	0	0	0
5	5	4	0	0	0	0	0	0
6	0	4	1	0	0	0	0	0
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: - Classroom Leveled Libraries - High Frequency Word Lists A-H - Great LEAPS Reading - Words Their Way	1:1 or small group instruction, during Professional Options Periods or during ELA Block <ul style="list-style-type: none"> • Classroom leveled libraries: are used to help improve fluency and comprehension. • High Frequency Word Lists A-H: are being used from T.C. Assessment-Pro to help children improve sight word vocabulary as well as to increase reading and writing fluency. • Great Leaps: is a remedial reading program aimed at improving student’s reading fluency. • Developmental phonemic acquisition program (Selected activities and materials).
Mathematics: - Math Steps - Everyday Math Games - Great Leaps Math - Math Manipulatives	1:1 or small group instruction, during Professional Options Periods or during math block <ul style="list-style-type: none"> • Math Steps: is a program that develops and emphasizes the mathematical content such as operations, thinking skills, problem solving etc. appropriately at all grade levels. • Everyday Mathematics Skill Building Activities: Physical and Computer Game-based activities which focus on building basic skills. • Great Leaps Math: focuses on building fluency in the basic facts, including add/ sub, multiplication/division. • Math Manipulatives (physical and online) will be used in problem solving activities to increase conceptual understanding.
Science: - Classroom leveled libraries - FOSS Kits	1:1 or small group instruction, during professional Option Periods, or during scheduled science periods <ul style="list-style-type: none"> • Classroom leveled libraries: are used to connect nonfiction reading to reinforce content based skills. • Full Option Science System (FOSS); will be used in supplemental hands on activities
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- ✱ We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-4 Number of Students to be Served: 18 LEP Non-LEP
Number of Teachers 3 Other Staff (Specify) 4 Paraprofessionals & 1 Administrator, 1 secretary

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P4K Title III Proposal
Deborah Evans, Principal

Listening, Speaking, Reading and utilizing technology for English Language Learners and their families

I. Program Overview:

P4K is a Special Education school within the NYC, Department of Education's District 75 program. P4 consists of seven sites, located throughout Kings County. The school grades range from pre-K to grade 6. There are a total of 319 special needs pupils, who are supported by over 200 staff and 4 administrators. Here, students with physical, cognitive and emotional disabilities are served. The educational needs of children diagnosed with Autistic Spectrum Disorder, mental retardation, hearing impairment, as well as emotional disturbance are met as mandated by student IEPs.

Students' participation in standardized and alternate assessment as prescribed by the IEP also supports student's participation in inclusion settings. P4k is a school with high standards and expectations for both its staff and students. P4k commitment to education is reflected in ongoing professional development, training, and implementation of educational methodologies, inquiry and strategies. A shared, integrative approach supports student transition into the community school environment, as well as adapting and generalizing applied skills in the home.

The Test Coordinator distributes all testing materials to ensure compliance with NYS and citywide assessments. Student instruction is also supported by several programs and initiatives including: Let's begin with the Land of the Letter People, The land of the Letter People, Foundations, leveled libraries, Me-Ville to We-Ville, Positive Behavior supports using the S.P.O.R.T. model, Everyday Mathematics, Get Ready to Learn, technology software, as well as ongoing collaboration between therapeutic staff and classroom teachers to create a concerted approach to student achievement of goals and outcome School's language instruction program for Limited English Proficient (LEP) students.

The ESL program of P4k supports curriculum designed to assist ELLs in the attainment of English Language Proficiency and academic achievement. The ESL teacher applies the knowledge of Special Education methodologies to those students who participate NYSESLAT testing. P4k's administration ensures that ESL students receive the services mandated for English Language acquisition and diverse learning styles. The linguistic diversity in our school community drives the selection of programs which meet student needs as mandated by CR Part 154.

The school **Language Allocation Policy** serves as the guiding principle for our ESL program. Within the (LAP) Language Allocation Policy, P4k has identified its English Language Learners and addresses the engagement of varied educational services. Student needs, goals and objectives for language acquisition and the conceptual development of our ELL community is stated in this document. The LAP report findings are a source statistical information source from which we begin to further examine and address the needs of the ELL students.

There are 56 children of the 331-student or ten percent of the total population at P4k have been identified as English Language learners. Of these identified ELLs, sixteen are mandated for bilingual services. There are fourteen students identified as ESL students. Our English Language Learners come from various cultural backgrounds that include, but are not limited to; Indian, Chinese, Haitian and Middle Eastern. Please refer to the chart below, which represents the ELL community in detail as per P4k's Language Allocation Policy

Language	K	1	2	3	4	5	6	Total
Spanish	3	5	1	2	3	4	1	37

Chinese	2	0	0	0	0	1	0	3
Bengali	1	1	0	0	1	1	1	4
Urdu	0	0	0	0	1	0	0	2
Arabic	1	0	1	0	0	1	0	2
Haitian Creole	1	1	0	1	0	1	2	3
French	0	0	1	0	0	2	0	1
Total	5	6	2	2	5	6	3	56

In the 2010-2011 school year, twenty-nine of our Alternate Assessment students and 2 of our Standardized students participated in the NYSESLAT. The overall 2009 NYSESLAT report indicates that the majority of our ELL students scored at the beginning level. In reviewing the NYSESLAT data, our LAP team found that the students' strengths are in the listening/speaking modalities of the NYSESLAT across the board. The 2009 NYSESLAT Listening and Speaking report shows that 48% of our ELL students scored at varying degrees of the beginning ESL level; 26% of our students scored at the intermediate level and 10% scored at the advanced level. We believe that this is due to the nature of the students' disabilities in addition to their varying language proficiency levels. Twenty-four students scored at the Beginner level, and 3 students received invalid scores because they were unable to complete all portions of the NYSESLAT. Please refer to the following chart below:

2010 NYSESLAT Scores (Source: ATS & NYSTART)

Grade	Beginner	Intermediate	Advanced	Proficient	Invalid	Total
First	0	0	0	0	0	0
Second	7	0	0	0	0	7
Third	5	0	0	0	0	5
Fourth	6	0	0	0	0	6
Fifth	8	0	0	0	0	8
Sixth	1	0	0	0	0	1

Total	27	0	0	0	0	27
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In addition to the mandated ESL support, which our students receive throughout the school day, educational options for our ELLs are presented in various forms. These may include materials from our ESL teacher, home activities, speech /language delivered in English, as well as Alternate Placement Paraprofessionals in support of student transition to a monolingual program. To further ensure the academic growth of our ELL community, P4K has been awarded the amount of 15,000 in Title III (NCLB) funding to assist in bridging language and communication gaps for secondary English learners:

Description of supplemental service:

P4K will create a Saturday instructional institute entitled: Project Lit-Tech. The focus of the program will be the incorporation of technology in building literacy and functional communication in the ELL community. This program promises to be a vibrant Saturday supplement to regularly delivered instruction. It will engage families in meaningful, fun activities which will teach and incorporate communication skill- building utilizing Mayer Johnson/BoardMaker programs to create at home schedules, take home adaptive books, as well as fun recipes and starter poetry. Project Lit-Tech is in the initial stages of development.

As Research reflects; *Educating English language Learners: A synthesis of research evidence (Genesee et al., 2006)* , students who are struggling in reading and the acquisition of the English language, do best when provided with additional supplemental supports outside of their classroom life and in varied mediums. With this in mind, the planning team determined that a Saturday group that engaged families of English Language learners, that engaged students as well as parents would serve as a viable option for implementation. We are anticipating that eighteen ELLS will be in attendance at our program. The program will build language and communication as families work side by side with students and instructors, creating home schedules, adaptive books and favorite dish recipes through the use of computer technology in implementation.

The students and families who have been targeted for participation in the Saturday program have been identified as struggling readers. They have been unable to grasp phonemic awareness in the construct of the English language. The program aims to enhance student literacies in contexts both inside and outside of the classroom, i.e. technology or environmental awareness. ELLs need to develop oral language proficiency and be provided with ample opportunities to practice language skills in social and cultural experiences

The program is being offered to students and families in need of extended English language acquisition and proficiency development. The instructional strategies will raise phonemic awareness, build academic literacy, develop oral language, broaden vocabulary and structure of language, while catering to the instructional accommodations and supports i.e. staffing ratios which are consistent with handicapping conditions 12:1:4 and 6:1:1 ratios.

The program will be delivered using laptops to aid in the development of the above mentioned materials. Parents will learn the importance and value of building communication systems that are utilized not only in school, but at home as well. The BoardMaker program software will be utilized

to assist students and parents to create stories, write auto biographies, create home schedules, utilize picture symbols in the creation of fun recopies and things to share. As these Saturday Institutions are attended, there will be many opportunities to interact with primary as well as secondary English language learners as well as teaching staff and the parent coordinator.

The program will be aligned with ELA and ESL standards as outlined by the NYC Department of Education. Some of the ELA standards that will be addressed by the Saturday Lit program will include, but are not limited to:

Standards for listening, writing and speaking for acquisition of language and curriculum content (see Standard E3, speaking, listening and viewing for information acquisition). The benefits of ELL participation in this program will result in an increase in language attainment. There will also be a projected increase in school and community activities, as families will become empowered through attainment of language. More specifically, the following New York State Standards will be addressed:

ELA Standards that will be addressed in the Project Lit. Workshops:

E2c- Writing: Producing a narrative account (adapted) that is either fictional or autobiographical.

E3- Speaking, listening and viewing

E3b Students will actively participate in group meetings

E4- Conventions, grammar and usage of the English Language

Students will demonstrate a basic understanding of conventions related to grammatical concepts

Assessment:

Students will be assessed throughout the program using performance based rubrics, continuing assessments throughout the program and assessment through their final projects. This aligns with **ESL standards 2, 3, 4 and Technology standard 5.**

Delivery of Instruction:

There will be two classes of ELL students made up of one 12:1:4 and one 6:1:1 groups, respectively. The staff of the Title III program, Project Lit-Tech will consist of one certified ESL teacher and one certified bilingual teacher for the two groups. Additionally, the technology teacher will be collaborating with the ELL teachers and will assist the 12:1:4 classroom with instruction to ensure that staffing ratios remain legally compliant. One Assistant principal and a parent coordinator will supervise and assist in the facilitation of the program. There will be staff members and paraprofessionals representative of various cultures that will also assist in facilitation of language and translation.

The instructional institute will run for six, four-hour sessions on a series of Saturdays. Workshop hours will run from 9am until 1pm in the afternoon. The workshops projected dates of operation will run from Saturday, April 9^h 2011, through Saturday, May 14th 2011.

During this workshop series, student IEP goals will be addressed during the implementation and delivery of instruction. Grouping and differentiation will be implemented, as learners will be placed accordingly to ability levels. One to one instruction will also take place as necessary in designated areas. Student support staffing will remain in line with IEP mandates. Children will be grouped accordingly in 6:1:1/ 12:1:4 ratios.

Utilizing the project Lit-tech Title III grant to provide transitional English Language Learner services for the 2010-11 school year will allow ELLs of P4K will receive additional supplemental instruction with intensive supports in English. The program goal equally, is to provide opportunities for access to technology as well as opportunities to engage in social arenas. The Saturday program will be an opportunity to practice, share and expand language. As students develop their English proficiency, the time allocated to native-language delivery and learning will shift to English until our students achieve proficiency. Again, the students and parents identified as potential participants in the program are secondary English learners who need opportunities to engage in varied tasks that will support the acquisition of the adopted language.

The program will host an orientation session on Tuesday, March 1st, to engage parents in the introduction of the program and the skills the program will enhance in our English Language Learner community.

In an effort to gather information the Staff will utilize every opportunity to actively engage parents and offer them services related to these Workshops. These opportunities will also take place during Spring and Review Conferences, parent coordinator workshops where translation services and interpreters will be provided, school leadership meetings, and in letters and surveys sent home for parental review.

II. Parent Involvement

During our student celebrations and informal meetings, P4K has engaged parents in gathering some data regarding their wants and needs for supplemental English language services.

During the inquiry stage of program conception, a Parent survey was utilized to gather information regarding availability for Saturday programming (see survey on next page). The questionnaire took note of what parents were interested in regarding Saturday instruction. Parents were also informed during the “meet and greet” about the possibility of the Saturday literacy program. They expressed interest, asking questions about interpretative services and access to the school building on a Saturday.

P4k will engage parents as well as students in the Saturday program to develop new language skills and learn academic subjects in two languages, utilizing technology during instruction to facilitate communication. Our Parent Coordinator on the planning team, Ms. Latasha Green has done several outreach surveys in addition to the Parent survey, which was distributed, regarding the availability of parents to attend a Saturday program. Information on project Lit tech will be provided to parents in both their native language and English. There will also be interpretation provided on site during the Saturday program. Included below is the parent survey distributed to gather information about family interests.

Project LIT-TECH, Title III Parent Survey

Project LIT-TECH, sponsored by P4K, is offering a Saturday, literacy and technology program for students and parents of our school community. This very exciting program will take place once a week for ten weeks. It will focus on creating communication books, visual home schedules and the use of the Board Maker program to help parents and students build communication bridges at home in of support scholastic life.

We are very interested in knowing if you are able to attend. We would also like to know if you are interested in attending other parent activities in the future. Please answer the questions below and return this completed form to your child’s instructor. Thank you.

Please place a check next to the items that interest you:

- ___ 1. English as a Second Language (ESL). This class is for parents whose native Language is other than English.
- ___ 2. Arts and crafts in bookmaking. This class will focus on the craft of basic Bookmaking to enhance your youngster's literacy skills.
- ___ 3. BoardMaker- level 1. This is an introductory course for parents to utilize the Board Maker system to create student home schedules, books and more!

- II. If you are interested in attending any Project LIT TECH parent activities, Please indicate which days of the week and times are more convenient for You. Please circle all that apply.
- a. Saturdays from _____ PM to _____ PM
 - b. Saturdays from _____ to _____
 - c. During the school day on school days from _____ to _____

The instructional institute will focus on modeling strategies to improve listening, speaking, reading and integrating technology in the creation of communication boards, home schedules as well as creating adaptive books. The module will be developed at the Beginner level of English language proficiency.

The program will be based on the NYSESLAT data, utilizing manipulative, technology and AAC devices to create communication. Metro cards will be provided to families so that they may come to the program without out of pocket expense. There will also be educational games that will be provided for all members including the siblings of participants.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students

The principle coordinator (ESL teacher/liaison Ethel Vapner) of Project Lit will be supported by the following staff Deborah Evans- School Principal, Anselma Ferguson-Assistant Principal, Michael Byrdsong- Testing Coordinator, and Latasha Green- Parent Coordinator.

The staff recruiters (named above) utilized a posting for personnel with bilingual training and /or backgrounds (see attached). The staff members sought in the recruitment included:

- 1 ESL teacher
- 1 Bilingual Instructor
- 1 Technology Specialist/ also serving as an instructor
- 4 classroom paraprofessionals
- 1 supervisor

The ESL teacher will deliver expanded and ongoing professional development and implementation of ESL strategies and methodologies. ESL instructor will model activities and programs for staff as preparation for program implementation gains focus. All students and families will have an

opportunity to attend workshops with ESL instructor or activities directly created by ESL teacher for this program. Specific strategies will be demonstrated and discussed.

The focus of professional development which will occur one hour prior to participant arrival (8:00am- 9am) for five consecutive weeks will include the facilitation of visual communication to enhance socialization and work-study skills among the ELL community at P4k. The professional development will be aimed at training staff in engaging parents through the use of technology with literacy. Staff workshops will be offered in the use of the Board Maker program, writing with symbols, adapting books using the Board Maker program and schedule making to be tailored to students' lifestyle and level of literacy.

The professional development series will also conduct a book study, which will examine excerpts of the book, **Web Literacy** by A. November, 2008. These discussions and will focus on the importance of parents acquiring knowledge to navigate the internet to acquire information for various uses.

The Saturday Lit-Tech program promises to be a language enrichment program that allows English Language Learners to participate in adaptive bookmaking, adaptive poetry, "make and take" student schedules, games and fun recipes. The materials will be created/ generated through computer technology (Board Maker program) to assist parents in building functional communication tools alongside their children. The student groups will be placed in either 12:1:4 setting or 6:1:1 groups.

The projected outcomes of the Project Lit-Tech program include:

- ❖ The facilitation and increase in new English language skills.
- ❖ Increase in community involvement with ELL students and families
- ❖ Building cultural bridges between family and schools.
- ❖ Creation of take home books and schedules to be used with students at home
- ❖ Building positive relationships with families around social activities

Section III. Title III Budget

School: 75K004 BEDS Code: 307500013004

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$7627.20	- 3 Teachers will receive 4 hours of per session each Saturday, for 6 weeks at current rate (49.89 per hour) = \$3592.08 - 4 Paraprofessionals will receive 4 hours of per session each Saturday, for 6 weeks at current rate (28.98 per hour) = \$2,782.08

		<ul style="list-style-type: none"> - 1 Supervisor will receive 4 hours of per session each Saturday, for 6 weeks at current rate (52.21 per hour) = \$1,253.04
Purchased services Professional development <ul style="list-style-type: none"> - Per session - Per diem 	\$1589.00	<ul style="list-style-type: none"> - 1 Supervisor will receive 1 hour per Saturday, for 5 weeks at current rate (52.21 per hour) = 261.05 - 3 Teachers will receive 1 hour of per session each Saturday, for 5 weeks at current rate (28.98 per hour) = \$748.35 - 4 Paraprofessionals will receive 1 hour of per session each Saturday, for 5 weeks at current rate (28.98 per hour) = \$579.60
Supplies and materials <ul style="list-style-type: none"> - Additional curricula, instructional materials. 	\$2850.40	<ul style="list-style-type: none"> - Laminator- 4 @250.00 each = \$1000.00 - Laminating Paper 10 boxes @ \$40.00 each = \$400.00 - Book Binder Machine 2 machines @ 250 each = \$500.00 - Color Ink Cartridges- 12 @ \$25.00 each = \$300.00 - Binder Coil- \$160.00 - Velcro- \$190.40 - Binders, student wallets- \$300.00
Instructional Software	\$880.00	"Boardmaker" and "Writing with Symbols" x 2 @ 440 each
Parental Involvement: Parent involvement and recruitment will occur during school hours by the Parent coordinator.	\$579.48	Snacks and refreshment allowance: \$579.48
Travel Metrocards	\$972.00	36 Metrocards @ \$4.50 per card x 6 Saturdays = \$972.00
Other Professional Development: "Web Literacy" by A. November For Parental Involvement: Parent Resource Books	\$501.92	Professional development will focus on the importance of integrating technology into our student life; from the book "Web Literacy", by Allen November. 8 books @28.99 each = \$231.92 18 books Building Computer Skills in Spanish and English x \$15 per book= \$270.00
TOTAL	\$15000.00	\$15000.00

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

To promote parent involvement, P4K will offer parents of ELLs information in their home language and training on various components of their children's education such as parent involvement in school activities, ways to support learning through home activities, standards, student progress, assessment, and achievement of goals. We also provide interpreters at school meetings (e.g., P.A. Meetings, Parent/Teacher Conferences, I.E.P. Meetings) to ensure that parents fully understand the educational process for their children and are aware of pertinent information that relates to the school community. A parent survey conducted by the Parent's Association will be given to non-speaking English parents to determine their needs and concerns.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

A small percentage of our parents require written translation and oral interpretation in a language other than English (Spanish). Staff members are made aware of parental needs and informed on the importance of providing non-English speaking with communication on their level via staff meetings, Professional Development Sessions, School Leadership Team Meetings, and Parent Association

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

School-generated written materials sent to parents will be translated into other languages by school staff members. If staff members are not on hand to translate documents, the Office of Language and Translation offered by the DOE will offer translated docs at our request. Parents receive these notices/letters in other languages as needed. Translated documents are sent to parents at the same time English versions are sent to the general school population.

Written translation services for families of ELL students will be provided by existing staff and DOE translation services in the event that The school is unable to provide a translator on site. The same methods will be utilized for written communication to ELL families.

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.

In house translators are also available to interpret at Parent/Teacher Conferences and I.E.P. Meetings. In the native language event that they are not available or matched to the student language, a DOE translator is hired for the meeting or the translation and language services provided by the DOE website/ phone line.

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>.

Through written correspondence parents are made aware of the availability of interpretation services available to them and information on ways to obtain needed interpretation services. The Notice for Parents Regarding Language Assistance Services is posted at all our sites. If at any time we are unable to provide parents with translation and/or interpretation in their native languages due to the fact that no staff members speak these languages, school officials will contact the Translation and Interpretation Unit of the New York City Department of Education to obtain assistance.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

N/A

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: N/A **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **P4K has five (5) students in Temporary Housing.**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A P4K does not receive any set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

Not Applicable:

As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. K004						
District:	75	DBN:	75K004	School		307500013004	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	24	23	23				NR
Kindergarten	30	13	6				
Grade 1	48	5	7	Student Stability - % of Enrollment:			
Grade 2	34	6	3	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	15	4	6			90.1	88.4
Grade 4	11	8	7				
Grade 5	19	11	5	Poverty Rate - % of Enrollment:			
Grade 6	1	1	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.0	0.0	NA
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	16	10
Grade 12	0	0	0				
Ungraded	126	261	287	Recent Immigrants - Total Number:			
Total	308	332	344	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	284	309	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	24	23	23	Superintendent Suspensions	2	0	1
Number all others	0	0	319				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	74	78	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	44	44	0
# receiving ESL services only	6	31	TBD				
# ELLs with IEPs	3	51	TBD	Number of Educational Paraprofessionals	34	31	0

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	64.9	69.2	0.0
				% more than 5 years teaching anywhere	40.5	35.9	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	90.0	0.0
American Indian or Alaska Native	0.0	0.3	1.2	% core classes taught by "highly qualified" teachers	96.1	98.4	0.0
Black or African American	68.8	67.5	65.7				
Hispanic or Latino	20.5	21.1	20.9				
Asian or Native Hawaiian/Other Pacific	2.9	2.7	3.5				
White	7.8	8.4	8.7				
Male	77.6	75.6	72.7				
Female	22.4	24.4	27.3				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students							
Ethnicity							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:		NR		Overall Evaluation:			NR
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the</i>				Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the</i>				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:				Quality Statement 5: Monitor and Revise			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2	District 75	School Number P4K	School Name P4k
Principal Debrah Evans		Assistant Principal Ferguson, Sheppard, E.,Bel	
Coach Willa Barth		Coach	
Teacher/Subject Area Vapner, E		Guidance Counselor	
Teacher/Subject Area Arocho, R		Parent	
Teacher/Subject Area		Parent Coordinator Latasha Green	
Related Service Provider		Other	
Network Leader Stephanie McCaskill		Other	

B. 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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	344	Total Number of ELLs	56	ELLs as Share of Total Student Population (%)	16.28%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ELLs Identification Process for PS 4K:

At PS 4K, parents fill-out an information packet that requests detailed information of their child with school personnel at the beginning of the school year, or when the child is a new entrant. At this time, an informal interview is conducted with the parents and the ESL teachers, Ethel Vapner and Rachael Arocho. For the Home Language Form (HLIS), if the parent answered questions 1-4 with one native language indication other than English, and questions 5-8 with 2 native language indications, the child is a potential candidate for ESL services. Once school commences, the ESL teachers (Ethel Vapner and Rachael Arocho) review the students' files and the HLIS forms in order to conduct individual informal interviews/screenings. If a child does not pass the interview/screening, the ESL teachers, Ethel Vapner and Rachael Arocho then proceed with LAB-R. According to CR Part 154, students are tested within the first 10 days of school. The Spanish LAB is used if the child speaks Spanish and does not pass the LAB-R. Afterwards, the ESL teachers review the scores to determine if the child is a beginner, intermediate, or advanced LEP student. Then, the child is assigned ESL periods according to his/her proficiency (360 minutes for beginner/intermediate elementary school ESL and 180 for advanced elementary school students in ESL). Also, a parent notification letter is sent home (in various native languages) advising the parents that the child is receiving ESL services and what the program entails. Towards the end of the school year, the parents are notified once more that their child will take the NYSESLAT in April and May to monitor his/her progress. The child must score proficient to exit ESL services. The ESL program consists of lessons in English, academic English, content-area support, and NYSESLAT preparation with rubrics. Progress reports are also sent home quarterly monitoring the students' progress. In addition, students receive IEP goals which are reviewed quarterly by the team. The ESL teachers also attend IEP meetings to discuss the students' progress.

In addition, PS 4K also runs reports throughout the school year to monitor students and locate other potential ELLs. These reports are: RPOB (birth place, run twice a school year: September and January), BIOD (individual biographical data by student id number), RADP (for new admits and discharges every two weeks), and the REXH (exam history report to review scores of various assessments, including LAB-R and NYSESLAT).

ELL Structures and Programs:

NYC DOE offers ELLs TBE (Transitional Bilingual Education), Dual Language, and Freestanding ESL; however, based on CSE recommendations our school is only able to provide Freestanding ESL. Parents are informed during orientation of the types of ESL Programs that are offered for special education students. Later on, transitional services are offered to students when they become proficient for two years. If a parent requests bilingual instruction, the child receives a bilingual alternate assessment paraprofessional and bilingual materials. The ESL teachers, Ethel Vapner and Rachael Arocho explain to the parents the three types of Freestanding ESL models: push-in, pull-out, and self-contained. In a push-in model, the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers. In the pull-out model, ELLs are brought together from various classes for English-acquisition-focused instruction. For self-contained, ELLs are grouped together in an ESL class, usually for the entire school day, and for all content-area instruction. Moreover, the parents are advised each school year that their child will be receiving ESL services by a continued entitlement letter. Parents are also invited to Parent-Teacher Breakfast and conferences, as well as various other functions throughout the school year (Halloween Parade, Thanksgiving Luncheon, Chinese New Year, and Cinco De Mayo Festival).

From September to June, the ESL teachers follow a timeline for parent involvement. In September, new parents are contacted for orientation, as well as continued entitled students' parents for a Parent Breakfast. Informational packets and parent surveys are distributed and collected in various languages. There are also quarterly translated progress reports sent home to the parents. A homework folder is used by the classroom and ESL teachers are maintained daily for communication and collaboration. There are also annual and triennial IEP meetings. A Title III Program was implemented for reading readiness.

Entitlement Letters and Program Selection:

At the beginning of the school year, according to CR Part 154, PS 4K distributes entitlement and continued entitlement letters signed by the principal. A survey is enclosed for the new entrants. These are returned at the Parent Breakfast Orientation.

Criteria and Procedures followed to Place Identified ELL students in bilingual or ESL Instructional Programs:

According to CR Part 154, a bilingual program will be in place if there are 15 students in a school who speak the language at the same grade level. Otherwise, PS 4K has a Freestanding Monolingual ESL Program. Parents receive communication via the interviewer, the ESL teachers, and principal. Correspondence is translated into the students' native language (entitlement letters, survey).

Trend of Parent Surveys:

After reviewing the parent surveys over the past two years, approximately 10 out of 40 students are entitled to receive bilingual instruction, but they are not placed in a bilingual class because one is not available at this time. Therefore, the students receive an alternate placement paraprofessional per the students' IEP across grades K-6. The other ELLs receive monolingual instruction with ESL.

Other Programs Aligned with Parent Requests:

PS 4K's ESL Program is aligned with the school's ESL/ELA curriculum, as well as other content-areas with the parent survey forms. For example, ESL teachers differentiate instruction according to the students' needs. Then, there is a Title III Saturday Reading Readiness Program with adaptive books and communication books and devices that parents participate in. The ESL Program has adopted push-in/pull-out models for instruction.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	56	Newcomers (ELLs	49
Special Education	56		

		receiving service 0-3 years)			
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 49	<input type="checkbox"/> 1	<input type="checkbox"/> 49	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 56
Total	<input type="checkbox"/> 49	<input type="checkbox"/> 1	<input type="checkbox"/> 49	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 56

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0													0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

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	3	6	11	3	4	5	5							37
Chinese	2	0	0	0	0	0	1							3
Russian	0	0	0	0	0	0	0							0
Bengali	1	1	0	0	1	1	0							4
Urdu	0	0	0	0	1	1	0							2
Arabic	1	0	1	0	0	1	0							3
Haitian	1	1	0	1	0	1	2							6
French	0	0	1	0	0	0	0							1
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other														0
TOTAL	8	8	13	4	6	9	8	0	0	0	0	0	0	56

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Instructional Delivery:

Organizational Models

PS 4K is using a freestanding ESL program. Students in ESL receive all instruction in English using ESL methodologies for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores. Also, PS 4K uses different organizational models for the delivery of instruction. First, there is the push-in model. The ESL teachers, Ethel Vapner and Rachael Arocho, co-teach with the classroom teacher in ELA, various content-areas, and NYSESLAT preparation on a daily basis. They are in constant collaboration and assess the students with rubrics and use differentiated instruction according to the students' needs. The ESL teachers also collaborate with the occupational therapists and speech teachers to align the students' goals. Second, there is the pull-out model. Here, the ESL teachers also collaborate with the classroom teachers and other service providers to design goals for the students. The focus of instruction is also on ELA, content-area instruction, and NYSESLAT preparation. Both models use: adaptive books, communication books and devices, bilingual material (where necessary). The organization supports the Push-in model of instruction which allows the ESL teacher to work collaboratively within the classroom. For the students who are mandated for individual grouping, there are some sessions which are given in small group.

Mandated minutes:

PS 4K follows the CR Part 154 to deliver ESL instruction. According to CR Part 154, A beginner or intermediate student receives 360 minutes per week, and an advanced student receives 180 minutes per week. In addition, schedules are created by the mandated instructional minutes according to proficiency levels, and submitted to the following people for review: Ms. Ferguson, ESL supervisor, Mr. Byrdsong, testing administrator, and Ms. Larisa Kabbaj, the District 75 ESL Director receives a compliance binder containing schedules and demographics from both ESL teachers.

Content-Area Support and Delivery:

The ESL teachers use various methods and approaches in the push-in/pull-out models with the support of the New York State ESL

Learning Standards. First there is Total Physical Response (TPR). This is often done with a game like Simon Says: touch your nose, show me the window, where is the pencil. Then, there is the whole language approach. This philosophy has the belief that ESL teachers are not just teaching reading rather, they are guiding and assisting learners to develop as independent readers, writers, and learners. This philosophy is implemented through adapted books and The Land of the Letter People's interdisciplinary curriculum. Next, the LEA approach brings together the combined abilities of the class in a literature-based approach. Also, Lucy Calkins' story-based grammar tells a story that introduces grammar rules in a creative way. Then, students can create their own stories illustrating the grammar rule. Think-pair-share is also used in cooperative learning. The teacher poses a question. The pair thinks, explores answers, and then shares it with the class. Also, bilingual material is given to the parents to support the children's learning at home. If a child's IEP requires bilingual instruction, a bilingual alternate assessment paraprofessional is provided for him/her.

Differentiation with Subgroups/Content-Area Support:

The ESL teacher and classroom teachers work collaboratively to create and implement IEP goals, as well as to plan for the instruction of our ELL students with differentiation in our subgroups. For one SIFE student, the teachers use many ESL strategies with scaffolding (modeling, bridging, schema building, text re-representation, and metacognition). The teachers of ELLs infuse ESL strategies into their instruction (total physical response, the language experience approach, and the natural approach) in conjunction with support from our ESL teacher. Additionally, we incorporate the Applied Behavioral Analysis (ABA) principles and the Picture Exchange Communication System (PECS) into our instruction as well. Our ESL teacher as well as our classroom teachers also integrates the school theme, ESL standards, and use modified reading materials (stories) in content area instruction. They use texts that support Learning through Commands, Actions, and Learning Experience. Our 12:1:1 teachers integrate ESL into content areas while our students in our 6:1:1 focus on following directions, matching and sequencing. Since our goal is to be in compliance with CR 154, we provide the mandated units of ESL for students with severe disabilities with respect to staffing, a range of student disabilities and working between multiple sites. For our 49 newcomers, the ESL teachers work collaboratively with classroom teachers to support grade level curriculum with adaptive books, scaffolding, and use Mayer-Johnson Picture Symbols. Also, PECS (Picture Exchange System) is used nonverbal students. For our 6 ELLs that are receiving service 4-6 years, we meet as a team at monthly, and IEP meetings to discuss past and future goals. Progress is charted by data collection and monthly checklists and discussed with the team. SMART Goals are designed on meeting all content-areas of instruction with scaffolding. For our one long-term ELL, constant review and repetition is needed with a focus on functional words, along with differentiation and scaffolded materials, and visual supports. Also, the student requires motivation in all of his activities. Therefore, he requires a highly specialized and specific program.

Transitional Support Services:

These services are offered if students reach proficiency level on the NYSESLAT. Two years of service is offered according to the student's needs. Former ELLs are permitted to have testing accommodations (extra time, separate setting, bilingual glossary) for up to two years after testing out of the NYSESLAT, according to the NY State Commissioner's Memo. Also, students receive AIS (academic intervention services), according to their individual needs as discussed at team meetings.

Revised/New Programs:

PS 4K was recently awarded a Title III Grant for a Saturday Literacy Program. This program was in place last year, but will be revised with a new curriculum and according to feedback from parent surveys from last year. In addition, there was much success last year, and we hope to continue it the upcoming school year.

ELLs that are Discontinued:

Over the years, ELLs have been x-coded due to the fact that their disability hinders them from processing English language acquisition. At their IEP meetings, other services have been set up to meet their individual needs.

Equal Access to all Programs:

All ELLs have equal access to all programs based on their individual needs and referrals. They fully participate in cooperation with their teachers and parents. These services include, but are not limited to: speech, occupational therapy, counseling, and physical therapy.

Native Language Support in ESL:

An alternate placement paraprofessional is provided to a student, along with bilingual material for Native language support. We also contact the DOE translation services for translations and translators. Also, Mayer-Johnson symbols for PECS (Picture Exchange System)

and communication books are also translated into different languages for nonverbal students.

Related Services and Resources:

All ELLs receive the required support services for their age and grade level, according to their IEP.

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ELA/Math with other Content Areas:

P4k has recently purchased additional support curriculum for language acquisition. Some of these ELA and Math curriculum include: Let's Begin with the Land of the Letter People, EveryDay Math, SMILE, and English in My Pocket (reading curriculum) which includes songs and games that help students learn English. P4k has also introduced a Saturday program that offers additional intense language immersion for secondary English Language Learners

Saturday Literacy Tech Program, Title III

ELA State Standard: E4- Conventions, grammar and

Students will demonstrate a basic understanding of

Delivery of Instruction: The language of instruction will be delivered in English. One certified ESL and one technology teacher will work in collaboration with the Speech and language instructor (who will facilitate use of the BoardMaker program). The ESL instruction will also be supported by four classroom paraprofessionals (Spanish speaking, Hatian Creole, speaking as well as sign language). One Assistant Principal and a Parent Coordinator will supervise and assist in facilitation the program. Instructional groups will have the opportunity to rotate and meet with the ESL instructor and technology teacher so that they may receive specialized services in language acquisition through technology. There will be staff members and paraprofessionals representative of various cultures that will also assist in facilitation of language and translation. The instructional institute will run for six, four-hour sessions on a series of Saturdays. Workshop hours will run from 9am until 1pm in the afternoon. The workshops projected dates of operation will run from Saturday, April 10th, through Saturday, May 15th 2010. During this workshop series, student IEP goals will be addressed during the implementation and delivery of instruction. Grouping and differentiation will be implemented, as learners will be placed accordingly to ability levels as well as communicative functioning levels. One to one instruction will also take place as necessary in designated areas Student support staffing will remain in line with IEP mandates. Children will be grouped accordingly in 6:1:1/ 12:1:4 ratios. Utilizing the project Lit-tech Title III grant to provide transitional English Language Learner services for the 2009-10 school year will allow ELLs of P4k to receive additional supplemental instruction with intensive supports in English. The program goal equally, is to provide opportunities for access to technology and opportunities to utilize newly acquired language skills while engaging in social activities. The Saturday program will be an opportunity to practice, share and expand language. Again, the students and parents identified as potential participants in the program are secondary English learners who need opportunities to engage in varied tasks that will support the acquisition of the adopted language. Data taken

from the Brigance inventory of learning, the NYSESLAT 2009 report, which places most of our students at the beginning level, helped to determine the students that would be eligible to participate in the Saturday program

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional Development Plan for all ELL Personnel:

ESL Teacher:

The ESL teacher attends and will continue to attend all district/citywide PD sessions. We will continue our study group with our ESL teacher and those teachers of ELL students using a textbook by Pauline Gibbons: Scaffolding Language, Scaffolding Learning. We expect that our study group will share their findings with the rest of the staff during designated PD days. P4K's Professional Development plans for 2010-2011 school year include topics pertaining to ELL education such as strategies for Native Language Instruction, Balanced Literacy, teaching of ESL through content areas, Standardized Assessment and Alternate Assessment methods for ELLs, the use of technology in Bilingual and ESL education, and the adaptation of Bilingual and ESL material for instructing ELLs with severe disabilities. Additional emphasis for Professional Development will be placed on training the remaining classroom teachers who have students mandated for ESL service in their classrooms so that they will be able to support all of our ELLs. The ESL teachers consult regularly with the ESL District Coach in order to be updated in any changes in policies District wide.

All Personnel:

Administration, classroom teachers, and support staff are required to take professional development programs in District 75. On www.district75pd.org, they can sign-up for classes. Also, the ESL teachers work collaboratively with classroom teachers, administration, and support staff on a daily basis. In addition, there are monthly ESL study group meetings designed to discuss the progress of the ELLs. The District 75 NYC DOE has a supportive program for administrators of ELLs. Administration receives training on testing, compliance, grouping ELLs for classroom teachers and communicating to the ELLs' parents. They also receive professional development in designing new academic programs, strategies, and texts to train teachers of ELLs. Bilingual and ESL Coordinators receive training at compliance meetings. Paraprofessionals receive behavioral and student training through District 75 and their classroom teachers. We have no bilingual teachers at PS 4K. Guidance counselors and school psychologists can receive autism, ELL, and Jose P training. Related services (speech, physical therapy, occupational therapy) receive training for dealing with ELLs' culture, traditions, and autism. The lead teacher also provides insight and support to newly arrived staff. Secretaries and parent coordinators also attend in-school and District 75 workshops dealing with language, culture, and autism. Staff is required to keep a list of PD dates and agendas and notify the lead teachers and administration to document their professional development hours. In addition, a minimum of 7.5 hours of Jose P training is strongly recommended for all non-ELL teachers.

E. Parental Involvement

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

Parental Involvement:

Parents are continually engaged in school wide celebrations and initiatives. Parent-teacher conferences are held twice a year to discuss the ELL's progress. Monthly awards and celebrations are done at each site to celebrate ELLs' achievements in and out of the classroom. Parents receive a monthly newsletter from the classroom teachers describing what the children do each month. There are also many multi-cultural celebrations such as: Halloween Parade, Chinese New Year, Cinco de Mayo, Holiday Show in December.

The Saturday Literacy and technology program also encourages parental involvement. The program which ran last year for six weeks was designed for ELL parents and children to develop literacy skills through the use of technology. In assessing the needs of the parents, we utilized a parent survey to determine the needs of the ELL families as we developed plans for the programs. Here are some sample questions from the survey:

Project LIT-TECH, Title III @ P4/109K

Brief Parent Survey

Project LIT-TECH, sponsored by P4K, is offering a Saturday, literacy and technology program for students and parents of our school community. This very exciting program will take place once a week for ten weeks. It will focus on creating communication books, visual home schedules and the use of the Board Maker program to help parents and students build communication bridges at home in of support scholastic life.

We are very interested in knowing if you are able to attend. We would also like to know if you are interested in attending other parent activities in the future. Please answer the questions below and return this completed form to your child's instructor. Thank you.

Anselma Ferguson, AP, IA P4K Email- AFerguson4@schools.nyc.gov
Title III Bilingual Staff Developer

Please place a check next to the items which interest you:

1. English as a Second Language (ESL). This class is for parents whose native language is other than English.
2. Arts and crafts in book making. This class will focus on the craft of basic Book making to enhance your youngster's literacy skills.
3. BoardMaker- level 1. This is an introductory course for parents to utilize the Boar Maker system to create student home schedules, books and more !

II. If you are interested in attending any Project LIT TECH parent activities, please indicate which times are more convenient for you. Please check all that apply.

Saturdays from 9am to 1:00pm

_____ Saturdays from 10am to 2:00pm

III. Please include your comments and/or suggestions here:

During this workshop series, student IEP goals will be addressed during the implementation and delivery of instruction. Grouping and differentiation will be implemented, as learners will be placed accordingly to ability levels as well as communicative functioning levels. One to one instruction will also take place as necessary in designated areas Student support staffing will remain in line with IEP mandates. Children will be grouped accordingly in 6:1:1/ 12:1:4 ratios.

Utilizing the project Lit-tech Title III grant to provide transitional English Language Learner services for the 2009-10 school year will allow ELLs of P4k to receive additional supplemental instruction with intensive supports in English. The program goal equally, is to provide opportunities for access to technology and opportunities to utilize newly acquired language skills while engaging in social activities. The Saturday program will be an opportunity to practice, share and expand language. Again, the students and parents identified as potential participants in the program are secondary English learners who need opportunities to engage in varied tasks that will support the acquisition of the adopted language.

Data taken from the Brigance inventory of learning, the NYSESLAT 2009 report, which places most of our students at the beginning level, helped to determine the students that would be eligible to participate in the Saturday program

Parent Involvement:

The program will host several parent engagement sessions, starting on November 18, to continue once monthly, in an effort engage parents in the introduction of the program and its many uses.

On Thursday, February 11th we will have a formal meeting for ELL parents, (hosted by parent coordinator) to present them with the Saturday-Lit-Tech model and invite them to attend. The meeting will occur during the school day, however, no Title III funds will be used to pay for professional salaries.

In an effort to gather information the staff will utilize every opportunity to actively engage parents and offer them services related to these workshops. These opportunities to sign up for the program will also take place during the winter months and progress review conferences, parent coordinator workshops, as well as school wide celebrations where translation services and interpreters will be provided.

Recruitment and engagement will also take place during school leadership meetings, and in letters and surveys sent home for parental review.

During our student celebrations, formal and informal meetings, P4k will continue to engage parents in gathering some data regarding their wants and needs for supplemental English language services.

During the inquiry stage of program conception, a Parent survey was utilized to gather information regarding availability for Saturday programming (see survey on next page). The questionnaire took note of what parents were interested in regarding Saturday instruction. Parents were also informed during the “meet and greet” about the possibility of the Saturday literacy program. They expressed interest, asking questions about interpretative services and access to the school building on a Saturday.

The program will be based on the NYSESLAT data, utilizing manipulative, technology and AAC devices to create communication. Metro cards will be provided to families so that they may come to the program without out of pocket expense. There will also be educational games that will be provided for all members including the siblings of participants.

P4k will engage eighteen (Spanish speaking, Haitian/Creole and one sign language) parents as well as students in the Saturday program to develop new language skills and learn academic subjects in two languages, utilizing technology during instruction to facilitate communication. Our parental component will run concurrently with student instructional services.

Our Parent Coordinator on the planning team, Ms. Latasha Green has done several outreach surveys in addition to the Parent survey, which was distributed, regarding the availability of parents to attend a Saturday program. Information on project Lit tech will be provided to parents in both their native language and English. There will also be interpretation provided on site during the Saturday program. Included below is the parent survey distributed to gather information about family interests.

The instructional institute will focus on modeling strategies to improve listening, speaking, reading and integrating technology in the creation of communication boards, home schedules as well as creating adaptive books. The module will be developed at the Beginner level of English language proficiency.

School Partnerships:

PS 4K works in conjunction with NY Cares, independent artists, CASTA, state agencies for the blind to fulfill the needs and develop a community bond for the ELLs. Workshops, presentations, and festivals highlight and celebrate diversity, as well as help our ELLs who have special needs.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	5	7	4	3	6	7							41
Intermediate(I)	0	0	0	1	0	0	0							1
Advanced (A)	0	0	0	0	0	0	0							0
Total	9	5	7	5	3	6	7	0	0	0	0	0	0	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	4	6	0	0	2	6						
	I	0	2	2	2	2	2	2						
	A	0	0	0	0	0	2	0						
	P	0	0	0	1	0	0	0						
READING/ WRITING	B	0	6	7	2	2	6	9						
	I	0	0	0	1	0	0	0						
	A	0	0	0	0	0	0	0						
	P	0	0	0	0	0	0	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	3	0	0	0	3
5	0	0	0	0	0
6	0	0	0	0	0
7					0
8					0
NYSAA Bilingual Spe Ed		1	2	13	16

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		0		0		0		1
4	3		0		0		0		3
5	0		0		0		0		0
6	0		0		0		0		0
7									0
8									0
NYSAA Bilingual Spe Ed					6		9		15

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		3		0		0		3
8									0
NYSAA Bilingual Spe Ed	0		0		1		5		6

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		0		0		0		0
8									0
NYSAA Bilingual Spe Ed	1		0		0		2		3

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The 2009-2010 NYS English as a Second Language Assessment Test (NYSESLAT) results indicate that 52% of our students scored within the beginning range of the Listening and Speaking portion of the test, and 48% scored within the intermediate to proficient range. Results of the NYSESLAT Reading and Writing section for 2009-2010 show that 93% of our students performed within the beginning range while 7% performed within intermediate to proficient range. This data shows overall that the students perform better in the listening and speaking than the Reading and Writing portions. This data is consistent with previous NYSESLAT administration years. As a result of this data, we

Other Assessment tools for Literacy and Math:

Besides the NYSESLAT, the school offers many other assessments. Teachers make their own assessments based on their students' IEP goals with use of ABLLs and Brigance. Authentic assessment of student work is also used. PS 4K also uses Assessment Pro for literacy and Land of the Letter People. Our math teachers use EveryDay Math assessment. The ESL teacher shares the assessment results with the classroom teachers and vice versa.

Data Patterns Across Proficiency Levels:

For the LAB-R and RNMR in ATS, a pattern of improvement is revealed in the latter elementary grades. For instance, many ELLs who score beginning on the LAB-R and NYSESLAT, show an improvement and test intermediate over a long period of time. This is due to the fact that PS 4K's ELLs have a range of learning disabilities and require time to acquire the language.

Beyond Title III:

PS 4K evaluates its students with standardized and alternate assessments. For standardized test, the students take the ELA and Math assessments. For alternate assessment students, the teachers use NYSAA in upper level elementary grades.

Description of supplemental service: P4k will create a Saturday instructional institute entitled: Project Lit-Tech. The focus of the program will be the incorporation of technology in building literacy and functional communication in the ELL community. This program promises to be a vibrant Saturday supplement to regularly delivered instruction. It will engage families in meaningful, fun activities which will teach and incorporate communication skill- building utilizing Mayer Johnson or Board Maker programs to create at home schedules, take home adaptive books, as well as fun recipes and starter poetry.

The program is being offered to students and families in need of extended English language acquisition and proficiency development. The instructional strategies will raise phonemic awareness, build academic literacy, develop oral language, broaden vocabulary and structure of language, while catering to the instructional accommodations and supports i.e. staffing ratios which are consistent with handicapping conditions 12:1:4 and 6:1:1 ratios.

The program will be delivered using laptops to aid in the development of the above mentioned materials. Parents will learn the importance and value of building communication systems that are utilized not only in school, but at home as well. The Board Maker program software will be utilized to assist students and parents to create stories, write auto biographies, create home schedules, utilize picture symbols in the creation of fun recopies and things to share. As these Saturday Institutions are attended, there will be many opportunities to practice language through social engagement as well as structured, interactive activities.

The program will be aligned with ELA standards as outlined by the NYC Department of Education. Some of the ELA standards that will be addressed by the Saturday Lit program will include, but are not limited to:

Standards for listening, writing and speaking for acquisition of language and curriculum content (see Standard E3, speaking, listening and viewing for information acquisition) will be integrated into the program to support these standards. The benefits of ELL participation in this program will result in an increase in language attainment. There will also be a projected increase in school and community activities, as families will become empowered through attainment of language. More specifically, the following New York State Standards will be addressed:

ELA Standards that will be addressed in the Project Lit. Workshops:

E2c- Writing: Producing a narrative account (adapted) that is either fictional or autobiographical.

E3- Speaking, listening and viewing

E3b Students will actively participate in group meetings

E4- Conventions, grammar and usage of the English Language

Students will demonstrate a basic understanding of conventions related to grammatical concepts

Delivery of Instruction: The language of instruction will be delivered in English. One certified ESL and one technology teacher will work in collaboration with the Speech and language instructor (who will facilitate use of the BoardMaker program). The ESL instruction will also be supported by four classroom paraprofessionals (Spanish speaking, Hatian Creole, speaking as well as sign language). One Assistant Principal and a Parent Coordinator will supervise and assist in facilitation the program. Instructional groups will have the opportunity to rotate and meet with the ESL instructor and technology teacher so that they may receive specialized services in language acquisition through technology. There will be staff members and paraprofessionals representative of various cultures that will also assist in facilitation of language and translation.

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Data taken from the Brigance inventory of learning, the NYSESLAT 2010 report, which places most of our students at the beginning level, helped to determine where students should begin their ELL participation.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		10/25/10
	Parent Coordinator		10/25/10
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		