



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** P.S. K004

**DBN (DISTRICT/ BOROUGH/ NUMBER):** 75K004

**PRINCIPAL:** DEBORAH EVANS      **EMAIL:** DEVANS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GARY HECHT

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Deborah Evans	*Principal	
Gloria Barber	*UFT Chapter Leader	
Rodne Alton	*PA/PTA President	
Lillian Montanez	DC 37 Representative	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Chenise Clarke	Parent Member	
Louis Garrison	Parent Member	
LaTasha Green	Parent Coordinator	
Dianne Van Dunk	Teacher	
Anie Camille	Teacher	

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

**By June 2012, PreK-6 students will demonstrate an improvement in communication development as evidenced by a 5% increase on the Student Annual Needs Determination Inventory (SANDI) when compared to the baseline data gathered in November 2011**

### **Comprehensive needs assessment**

This goal has been identified as an area of need for children with autism and other developmental disorders. P4K has selected SANDI because it is a comprehensive assessment program aligned to the CCLS and developed for students with moderate to severe disabilities. The school believes in improving communication skills so that our children can successfully navigate their environment.

### **Instructional strategies/activities**

September:

- District 75 provides an overview of Student Annual Needs Determination Inventory (SANDI) Program with administrators and school based coaches
- Administrative Team shares SANDI Program with Curriculum, Instruction and Assessment Team
- Purchase of the Student Annual Needs Determination Inventory (SANDI) Program
- Administrators/Coaches will attend initial training of (Lakeshore/SANDI) program offered by D75
- Administrators identify teacher participants for initial training

October-November:

- Teachers will participate in initial training to administer the SANDI
- Teachers work with Administrators & D. 75 coaches on site while implementing SANDI program
- Teachers administer and collect data on communication skills using SANDI
- Teachers will create IEP goals and objectives based on the baseline data collected
- Teachers will begin to align the Common Core Standards to SANDI lessons and activities
- Teacher develop lessons aligned to the 3-E model of Instruction and SANDI results
- Creation of student binder-folios to include assessment results, samples of student work, IEPs performance and progress reports
- D75 Staff will provide training for Administrative Team in accessing data reports and monitoring teacher assessment adherence

December-January 2012:

- Collaborative Teacher Teams (CTT) will meet to discuss, analyze and share assessment results that will effectively drive next steps instruction
- Cabinet meeting will meet, discuss and analyze data gathered thus far to assess performance and progress of students
- Create a learning community in ARIS to facilitate teacher communication regarding the administration and analysis of Sandi data across all

sites.

Ongoing:

- Formal Walkthroughs and Formal teacher observation will be conducted to support and evaluate instruction
- Monitoring of teacher lesson plans throughout the school year to monitor differentiation of instruction
- 8-10 mini cycles of observations by administrators will provide specific, timely and appropriate feedback to staff in their delivery of instruction and assessment to support student learning

February 2012

- By February 2012, students will demonstrate a 2% increase in communication skills as measured by SANDI midyear assessments results

June 2012,

- By June 2012, Pre K-6<sup>th</sup> grade students will demonstrate a further 3% increase in communication skills as evidenced by the Student Annual Needs Determination Inventory (SANDI) when compared to the baseline data gathered in November 2011.

### **Strategies to increase parental involvement**

Our school's Parent Involvement Policy was designed to support the needs of all parents/guardians, including parents/guardians of English language learners. Educational research shows a positive correlation between effective parental involvement and student achievement. We believe that we are responsible for creating parent involvement opportunities to strengthen the connection and support of student achievement between our school and the families. The school has multiple structures in place to keep parents informed about student performance and progress. We actively involve them in planning and decision-making educational policies involving their children. Both the parents of English language learners and parents of first language are encouraged to actively participate on the School Leadership Team, Parent Association, and Title 111 programs. We will:

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
- Provide parents with the information and training needed to effectively become involved in planning and decision - making in support of the education of their children.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Train all parents to access ARIS and other relevant DOE systems for information about their children.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

P4K will hire teachers who hold a bachelor's degree from a four-year institution. P4K will hire teachers who are certified by the NYSED or certified by the NYC Board of Examiners and assigned to their certification area. Teachers will have a valid New York State Certificate or a NYC Board of Examiners license. NYC Board of Examiners license is a license issued prior to 1990 and before NY state certification was mandatory. This information was taken from the No Child Left Behind (NCLB) Highly Qualified teacher Information

**Service and program coordination**

P4K currently has 4 students living in temporary housing. As a non-geographic, administrative district, student in D75 schools identified as STJ received 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 necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on site tutoring, D75 students are eligible to attend any programs through the STH units at the ISC.

**Budget and resources alignment**

- District level and school level training will be provided to teachers
- Data Specialist and school- based coaches will be responsible for review of collected data and work with administrative team in identifying trends
- Tax Levy monies to purchase instructional materials needed to implement SANDI
- Per Diem funds as needed to cover teachers for school day trainings
- Per Session funds as needed for before, after school and Saturday Trainings

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

**By June 2012, there will be an increase of 5% in the number of K-6 English language learners progressing from beginning to intermediate levels and above in listening and speaking as measured by P4K baseline, midyear and end - of - year NYSESLAT results.**

### **Comprehensive needs assessment**

This goal has been identified as an area of need after analyzing subgroup data for our English language learners. The 2010-2011 NYSESLAT results have shown only 84 % of students in K-6 in the beginning and intermediate levels in listening and speaking. P4K has observed an increasing trend in the number of English language learners admitted in our organization; from 47 students to 53, a 13% increase!

### **Instructional strategies/activities**

September-December 2011:

- Sustain the hiring of the second ESL teacher
- Staff will identify targeted English Language Learners (ELL) in K-5 to receive services
- Administrative staff will organize targeted ELL according to K-2 and 3-5 grade bands to establish the 'push in 'model for delivery of instruction to the best extent possible
- ESL/Classroom teachers will revisit the NYSESLAT results administered in 2011 to review students' level of achievement and identify and initiate differentiated instructional strategies such as making tape recordings of students' speaking and listening, and designing appropriate tasks accordingly
- ESL teachers will work collaboratively with classroom teachers to provide additional supports for ELL as needed
- Teachers will administer the P4K ESL baseline assessment by using teacher-created Rubric
- ESL teachers will partner with classroom teachers to host a Parent Breakfast to meet and greet parents to explain ESL services and P4K vision and Belief System
- ESL /Classroom teachers will implement the 'push-in' model for delivery of instruction
- ESL Teachers will participate in ongoing Collaborative Teacher Team (CTT) meetings to analyze student work and initiate next steps
- ESL teachers and classroom teacher will collaborate when distributing monthly progress report to parents regarding student performance and progress
- Administrative team/ESL staff meet and explore effective ways of spending Title 111 money for the Spring Saturday Parent workshops
- Staff will teach English language learners with the same Common Core Learning Standards (CCLS) with the same rigor as their counterparts
- Teachers will apply differentiated instruction, with adapted material and equipment, scaffolding, visual/verbal/physical supports for ELL.
- Collaborative Team Teaching Meetings (CTT) to analyze students' work and discuss next steps.
- ESL teachers will attend professional development workshops in and outside of District 75 and turnkey training for classroom teachers.

Ongoing:

- District 75 ELL coach will visit and meet with staff to discuss teaching strategies and methods
- Registration and participation in District Level Professional Development workshops supporting ELL
- Field trips will be scheduled for immersion in language acquisition
- Utilizing technology for ELL reading, listening and speaking
- Classroom Teachers will attend Jose P. Training
- Increase opportunities for students' to interact with native English speakers
- Monthly assemblies and celebrations to acknowledge students' achievement with parents

January 2012:

- ESL/Teachers will administer the P4K Mid Year Assessment to acknowledge student performance and progress
- Title 111 team meets to create plans for the Six Saturday Series to begin in the Spring
- By January 2012, there will be an increase of 2% in the number of English language learners across grade levels progressing from beginning to intermediate levels and above in listening and speaking as measured by P4K baseline and midyear Assessment data.

June 2012:

- By June 2012, there will be a further increase of 3% in the number of English language learners across grade levels progressing from beginning to intermediate levels and above in listening and speaking as measured by P4K baseline, midyear and end -of -year NYSESLAT results.
  - Administrative NYSESLAT
  - P4K Assessment Rubric
  - Monthly Celebrations of student accomplishments with parents /other stakeholders
  - Monthly Progress Reports

### **Strategies to increase parental involvement**

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Educational research shows a positive correlation between effective parental involvement and student achievement. We believe that we are responsible for creating parent involvement opportunities to strengthen the connection and support of student achievement between our school and the families. The school has multiple structures in place to keep parents informed about student performance and progress. We actively involve them in planning and decision-making educational policies involving their children. Both parents of English language learners and parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title 111 programs. We will:

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Train all parents to access ARIS and other relevant DOE systems for information about their children

**Strategies for attracting Highly Qualified Teachers (HQT)**

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**Service and program coordination**

P4K currently has 4 students living in temporary housing. As a non-geographic, administrative district, student in D75 schools identified as STJ received 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 necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on site tutoring, D75 students are eligible to attend any programs through the STH units at the ISC.

**Budget and resources alignment**

- NYSTL hardware allocation as needed
- NYSTL software as needed
- NYSTL Library as needed
- Title 111 Funding for Six Saturday Series to begin in the Spring
- Per Diem funds as needed to cover teachers for school day trainings
- Per Session funds as needed
- Utilization of District 75 coaches to support ESL teachers
- Registration and participation in District Level Professional Development workshops supporting ELL

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

By June 2012, targeted students who scored levels 1 and 2 on 2010-2011 NYSAA will increase their scores by 1 additional level as measured by NYSAA results.

### **Comprehensive needs assessment**

This goal has been inspired by the analysis of the Mathematics performance of our third graders in 2010-2011 NYSAA, which have shown 88% of those third grade students earning level 3 and above, a decrease by 7% from the previous year of 95%. This longitudinal study will enable our organization to continue to track and analyze the performance trends and progress of these students.

### **Instructional strategies/activities**

#### September- December 2011:

- Identify targeted students
- 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 alternate assessment students using Everyday Math Diagnostic Assessment Instruments
- Admin/Coaches to attend NYSAA Training during 2011-2012
- 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
- 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
- NYSAA Liaison will conduct professional Development in the administration of NYSAA
- NYSAA Liaison will create a timeline of submission dates for data-folios
- Collegial reviews will be scheduled to analyze the assigned task, materials, and work samples for adherence to procedures

#### September 2011 – June 2012:

Ongoing:

- Using a variety of instructional strategies and resources that respond to students' diverse needs, teachers will modify tasks based on students' needs
- Professional development in math facilitated by school-based math coach to develop strategies to support center- based learning
- Family Math sessions to enhance home/school partnerships to support student math homework and math experiences conducted at each site
- In class follow up support and facilitation via modeling and demonstration by Math Coach
- Weekly collaborative meetings will use protocols to evaluate student work products, teachers' lesson plans and evaluate best practices in the delivery of math
- Provide access and demonstrate the relevant software Math games at the math centers along with hard copies of math games
- Teachers will administer Periodic Assessments using Math Assessment Checklists and P04K Math Periodic Assessment Rubrics to measure progress and inform instruction
- 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
- Teachers will have opportunities to use a variety of manipulatives to address the diverse needs of students to promote learning outcomes
- Integration of technology to support operations and algebraic thinking for games, songs, calculators. Etc
- All classroom teachers' schedules will reflect a 90-minute Math Block to support differentiated instruction
- Teachers will monitor status of math centers to ensure appropriate math manipulatives are accessible to students
- Teachers will use data analysis to inform instruction and allow for adjustments in the program

#### January 2012

- By January 2012, data from our P4K Mid Year Periodic Assessment will show an increase of 2% and above of targeted students achieving level 3 and above in mathematics.
  - Administer the P4K midyear math assessment to review student performance and progress
  - Review of student binder-folios identifying progress in math samples of student work

#### June 2012

- By June 2012, data from NYSAA will show an additional 3% of all fourth graders achieving level 3 and above performance in mathematics as evidenced by P4K Periodic Assessment data and NYSAA results.
- Collect and analyze baseline, midyear and end of year math data as measured by P4K Periodic Assessments.
- NYSAA results

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### **Service and program coordination**

P4K currently has 4 students living in temporary housing. As a non-geographic, administrative district, student in D75 schools identified as STJ received 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 necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on site tutoring, D75 students are eligible to attend any programs through the STH units at the ISC.

### **Budget and resources alignment**

- Tax Levy Instructional monies to purchase resources and supplies
- Per Diem funds as needed to cover teachers for school day trainings
- Per Session funds as needed for before, after school and Saturday Trainings
- Flexible scheduling to allow for collaborative team meetings to discuss samples of student work and decide on next steps
- Registration and participation in District Level Professional Development workshops supporting NYSAA

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

**By June 2012, PreK-6 students will have access to learning experiences that will engage them in completing one CCLS-aligned ELA and one Math Culminating Performance Task, and earning level 2 and above as measured by the P4K teacher – created rubric.**

### **Comprehensive needs assessment**

P4K organization is providing access to our students to complete the CCLS - aligned Performance Tasks in ELA and Math with foundational activities that are scheduled within our curriculum map. These experiences will provide our children with opportunities that will lay the foundation for post – secondary readiness and independent learning.

### **Instructional strategies/activities**

September 2011- June 2012

- Hiring School Based Coach
- Overview of NYC Instructional Expectations
- Overview of the NYCDOE Performance tasks aligned to CCLS
- Unwrapping of the P4K Curriculum Map aligned to the CCLS
- Identify the scheduled periods for the administration of the Performance Tasks within the P4K Curriculum Map and units of study
- Professional development for targeted teachers within the CIA team and other classroom teachers on the Performance Tasks
- Extended professional development in the Performance Tasks for all teachers across the six sites throughout the year
- Provide an opportunity for teachers to either select a NYCDOE grade- appropriate task or create their own to meet individual needs of their student
- Coaches will unfold ELA/Math grade level CCLS-aligned Tasks for each using the nine adaptations and supports based on needs of students
- Coaches provide Technology support for all teachers to access the CCLS and Performance Tasks from the DOE website /NYS website/ARIS
- Teachers perform the CCLS-aligned Performance Tasks in ELA and Math per grade, and then suggest modifications and adaptations for their grade level students to include utilization of their preferred mode of communication supported by related service providers
- Teachers examine and analyze their work using P4K protocol and next steps
- Teachers implement CCLS-aligned Performance tasks in ELA-Math per grade according to P4K curriculum Map
- Teachers assess the performance task using the teacher – created P4K student work rubric
- CTT examines and analyzes student work samples of ELA/Math tasks to identify strengths and challenges in work and suggest next steps for teacher practice

### **Targeted Population:**

PreK-6 students enrolled in P4K

**Responsible Staff:**

Classroom teachers. Related Service Providers, Administration and Coaches

**Strategies to increase parental involvement**

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**Service and program coordination**

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**Budget and resources alignment****Hiring a school based coach to support the understanding and implementation of the CCLS**

- Per Diem funds as needed to cover teachers for school day trainings

- Per Session funds as needed for before, after school and Saturday Trainings
- Registration and participation in District Level Professional Development workshops supporting
- Review of school based coaching logs to ensure teacher professional development involvement

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

**By June 2012, tiers of teachers will demonstrate evidence of their understanding of teacher effectiveness and its impact on student learning that will yield an annual satisfactory rating as measured by the NYCDOE and P4K teacher evaluation tools.**

### **Comprehensive needs assessment**

P4K will respond to and meet the NYCDOE and P4K Expectations of strengthening and improving teacher effectiveness that will impact student outcomes. P4K recognizes that teacher quality is directly proportional to student achievement. Therefore, P4K will use its research –based evaluative tools to address the professional needs of teachers.

### **Instructional strategies/activities**

#### September-December 2011

- Teachers receive an overview of the P4K Teaching and Learning Expectations, an understanding of NYC Instructional Expectations for 2011-2012.
- Introduction of Classroom Coaching Tool to support ongoing classroom visits, and provide immediate and meaningful feedback of next steps.
- New teachers will be matched with mentors using the NYC Mentoring Tracking System to begin receiving their mandated mentoring hours
- Create common planning time so that CTT can meet to review samples of student work
- Tiers of teachers will develop personal goals and action plans around *Danielson's Framework for Teaching (FTT)* Domain 3: Components: 3b, 3c and 3d supported by administration.

#### Ongoing

- Administration team will conduct three (3) Formal Walkthroughs to evaluate evidence of student learning, evidence of instructional practice and evidence of PBIS standards for student behavior.
- Administration will conduct at least 1- 2 Formal Teacher Observations using the P4K evidence-based Checklist providing timely, specific and meaningful feedback to teachers.
- Administration will conduct 8- 10 classroom visits using P4K Coaching Tool to foster teacher capacity with effective feedback
- Coaches provide ongoing in - house workshops to unwrap our P4K Curriculum Map/Periodic Assessments aligned to the CCLS.
- Coaches will conduct Professional Development to support and sustain the implementation of DOK
- To introduce the revised protocol to look at student work to identify gaps and strengths between what student know and able to do as they move forward to meeting the CCLS
- Teacher will implement daily positive behavior supports to motivate and engage student learning
- Teachers use P4K programmatic assessments and other assessments instruments to inform teacher instruction
- Registration and participation of staff in District Level Professional Development and Internal Professional Development to support teacher effectiveness

- Teachers will adhere to P4K- wide policy relating to informing parents about student performance and progress
- Coaches will provide follow up support in the classrooms
- Administration will provide opportunities for tiers of teachers to attend school-based Saturday and after-school workshops locally and at the district level.
- Administration will provide opportunities for teachers to collaborate and create performance tasks aligned to the CCLS supported by the P4K Curriculum. Teachers will create supported and modified materials needed to implement the CCLS aligned performance task based on student needs.
- Teacher will have opportunities to participate in and facilitate school committees to enhance teacher growth and development through our distributed leadership policy.
- Administration will provide opportunities for teachers to collaborate and create performance tasks aligned to the CCLS supported by the P4K Curriculum. Teachers will create supported and modified materials needed to implement the CCLS aligned performance task based on student needs

January- 2012:

- 50% of teachers will receive a satisfactory rating on formal observation using P4K Evidence based checklist with timely, specific and meaningful feedback.
- 50% of teachers who have attended professional development workshops will have completed the P4K Linking Professional Development to Student Outcomes Form
- First Benchmark conferences with AP to self - assess personal goals utilizing the Framework for Teaching

May- June 2012 Evidence of Teacher Self Assessment:

January: First Benchmark Teacher Self Assessment

March: Second Benchmark Teacher Self Assessment

May: Exit Interview with Administrative Team

2011-2011 : 8-10 Classroom Coaching Visits that support teacher effectiveness with specific feedback

- Collect and review student binder-folios to monitor and acknowledge progress of student work and next steps
- Collection and reviewing Linking Professional Development to Student Outcomes Form
- Collect and review CTT Binders to monitor meetings and adherence to P4K protocol.

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We will:

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technology.

- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
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### **Service and program coordination**

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### **Budget and resources alignment**

- Tax Levy funds for instructional supplies and resources
- Per Diem funds as needed to cover teachers for school day trainings
- Per Session funds as needed for before, after school and Saturday Trainings
- Registration and participation in District Level professional development
- Review Benchmark data

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	3	3	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	6	6	6	N/A	N/A	N/A	N/A	N/A
<b>5</b>	6	6	4	N/A	N/A	N/A	N/A	N/A
<b>6</b>								

Name of Academic Intervention Services (AIS)	Description
<b>ELA:</b> - Classroom Leveled Libraries - High Frequency Word Lists A-H - Words Their Way	1:1 or small group instruction, during Professional Options Periods or during ELA Block <ul style="list-style-type: none"> <li>• Classroom leveled libraries: are used to help improve fluency and comprehension.</li> <li>• 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.</li> <li>• Developmental phonemic acquisition program (Selected activities and materials).</li> </ul>
<b>Mathematics:</b> - Math Steps - Everyday Math Games - Math Manipulatives	1:1 or small group instruction, during Professional Options Periods or during math block <ul style="list-style-type: none"> <li>• 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.</li> <li>• Everyday Mathematics Skill Building Activities: Physical and Computer Game-based activities that focus on building basic skills.</li> <li>• Math Manipulatives (physical and online) will be used in problem solving activities to increase conceptual understanding.</li> </ul>
<b>Science:</b> - 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"> <li>• Classroom leveled libraries: are used to connect nonfiction reading to reinforce content-based skills.</li> <li>• Full Option Science System (FOSS); will be used in supplemental hands on activities</li> </ul>
<b>Social Studies</b>	N/A
<b>At-risk Services provided by the Guidance Counselor</b>	N/A
<b>At-risk Services provided by the School Psychologist</b>	N/A
<b>At-risk Services provided by the Social Worker</b>	N/A
<b>At-risk Health-related Services</b>	N/A

## PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Gary Hecht/Stephanie McCaskill</b>	District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>4</b>
School Name <b>P4K</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Deborah Evans</b>	Assistant Principal <b>Anselma Ferguson</b>
Coach <b>Willa Barth, Literacy Coach</b>	Coach <b>Derek Ramdass, Math/Sci. Coach</b>
ESL Teacher <b>Ethel Vapner</b>	Guidance Counselor
Teacher/Subject Area <b>Rachael Arocho, ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Felicita Torres, Special Ed.</b>	Parent Coordinator <b>LaTasha Green</b>
Related Service Provider <b>type here</b>	Other <b>Michael Byrdsong, Ad. Liaison</b>
Network Leader <b>type here</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>364</b>	Total Number of ELLs	<b>61</b>	ELLs as share of total student population (%)	<b>16.76%</b>
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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. 

#### ELL Identification Process:

Within District 75 the Committee on Special Education (CSE) is responsible for administering the Home Language Identification Survey (HLIS) to students which includes the informal oral language interview (English/or translator in native language of ELL parents) as well as administration of the Language Assessment Battery-Revised (LAB-R)/Spanish LAB when appropriate. In addition: they also explain the three Bilingual Education Program choices available in New York City, administer Parent Surveys, Program Selection forms, entitlement letters, and place all identified English Language Learners (ELLs) in Bilingual or ESL Instructional Programs as a component of the IEP process. However, when this process is incomplete, upon a child's arrival to at P4K, parents fill-out an information packet that requests detailed information of their child. Information is gathered by school personnel either at the beginning of the school year, or the date upon which the student enters the school. At this time, an informal interview is conducted with the parents and our fully certified ESL teachers, Ethel Vapner and Rachael Arocho. The HLIS is given to all families in a language that they understand, should the parent require additional interpretation services, our school is able to provide this service in the following languages: Spanish, Russian, Urdu, Mandarin, Cantonese, and Tagalog. In addition, one of our ESL teachers is also able to provide translation/interpretation services in Russian. In the event that we cannot accommodate a parent's home language, we request that the parent provide their own interpreter/and or contact the Department of Education (DOE) Translation and Interpretation Unit for support. The child is a potential candidate for ESL services, if the parent answered questions 1-4 with one native language indication other than English, and questions 5-8 with 2 native language indications on the HLIS. All eligible students are tested with the LAB-R. The Spanish LAB is administered if the child has a Spanish home language and does not pass the LAB-R. P4K is a multi-sited school and our ESL teachers travel to all of our sites. In support of the intake process and to facilitate collaboration between ESL teachers and the school, there is a lead teacher at each site who has been trained to administer the HLIS to the families of new admits, in the absence of the ESL provider. However, the HLIS is always interpreted by one of our ESL teachers.

Once school commences, the ESL teachers review the students' files and the HLIS forms. In accordance with CR Part 154, students are tested within the first 10 days of entry to the school. Once tested by the ESL teachers, LAB-R scores are reviewed 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 and 180 minutes, of ELA for advanced students, 180 minutes of ELA (K-8). Spanish speaking students who do not pass the LAB-R at the school level will be assessed using the Spanish LAB. Our ESL teachers will identify and train a Spanish speaking pedagogue to help them administer this assessment on a case by case basis. Within the ESL Program, progress reports are also sent home quarterly. In addition, students receive IEP goals which are reviewed quarterly by the collaborative team (special education classroom teacher, ESL teacher, related service providers, and lead teacher). The ESL teachers also attend IEP meetings to discuss the students' progress.

In addition, P4K also utilizes the following ATS reports to monitor students and locate other potential ELLs throughout the school year. These reports include: 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). Other data sources that are used to highlight the ELL identification process include SESIS, ARIS, IEP meetings, and informal feedback from our Special Education classroom teachers. Prior to the start of

the NYSESLAT testing period each April, our ESL teachers, Ethel Vapner and Rachael Arocho, use the following ATS reports to ensure that all ELLs receive the NYSESLAT annually: RLER-LAB/LAT, RADP (for newly admitted ELLs), and our ELL Compliance Binder to create/verify a list of students that need to be tested. The testing schedule is also used to ensure that all students participate in all four modalities (speaking, listening, reading, and writing) of the NYSESLAT. The child must score proficient on the New York State English as Second Language Achievement Test (NYSESLAT) in order to exit ESL services. The ESL program consists of lessons in English, academic English, content-area support, and NYSESLAT preparation through teacher created rubrics. Once the NYSESLAT testing schedule has been created/verified, parents are notified that their child will take the NYSESLAT in April/May in order to continue to monitor English language proficiency.

#### ELL Structures and Programs:

Based on our parents' choices over the past two years, 17 out of 61 ELLs have requested a bilingual program in the following native languages: Spanish, Russian, Mandarin, and Chinese. NYC DOE offers ELLs TBE (Transitional Bilingual Education), Dual Language, and Freestanding ESL; however, based on CSE recommendations our school currently provides Freestanding ESL. During the initial CSE evaluation, the three program choices are explained to parents and are a consideration in forming the students' IEP. At this point, we do not have enough students to form a bilingual class in any particular language. Also, we consistently examine our data regarding HLIS and IEPs to determine whether it is logistically possible to form a bilingual class.

In October, our parents are once again informed by the ESL teachers during school-wide parent orientation of the types of ESL Programs, as well as the three types of Freestanding ESL models: push-in, pull-out, and self-contained that are available for special education students. Parents also receive informational brochures in their native language(s) to inform them of the various program choices. Translation services are provided by in-house staff/or a parent designated representative to inform parents of DOE program choices and the services that are offered at P4K. When the IEP recommendation is for bilingual instruction, the child receives a bilingual alternate placement paraprofessional and supporting materials. Parent notification letters are sent home in September/October in the students' home language advising the parents that the child is receiving ESL services and what the program entails. Copies of these entitlement and continued letters are kept in the students' binderfolios.

From September to June, the ESL teachers follow a timeline for parent involvement in order to make them aware of DOE ELL program choices through the following: administration of the HLIS in September and throughout the year for new entrants, parent orientation, which includes informational packets and parent surveys, continued entitlement letters, and NYSESLAT letters. Parents are also inform of ELL program choices at annual and triennial IEP meetings. All outreach information is distributed in various languages to assess/support the needs of the ELL families. The parents are advised each school year that their child will be receiving ESL services by a continued entitlement letter and these letters are distributed in the native language of the household.

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

According to CR Part 154, a bilingual program can be created if a there are 15 students in a school who speak the language at the same grade level. At our school a bilingual class must be created in conjunction with the students' IEP ratios: 6:1:1, 8:1:1, 12:1:1, and 12:1:4 within three continuous grade levels. At the present time, P4K does not have enough students of the same grade level and native language to create a bilingual classroom in any afore mentioned IEP ratios. Students with bilingual IEP mandates are currently served in their classroom with the aid of an alternate placement paraprofessional.

#### Trend of Parent choices of programs:

After reviewing the parent surveys over the past two years, approximately 11 out of 61 students are entitled to receive bilingual instruction as per their IEP, 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 as per their IEP.

#### Other Programs Aligned with Parent Requests:

P4K's ESL Program which has push-in and pull-out models is aligned with the school's ELA curriculum, Common Core Learning Standards (CCLS), New York State ESL Standards as well as other content-areas in conjunction with the parent survey forms. For example, ESL teachers differentiate instruction according the students' needs. There is also a Title III Saturday Reading Readiness Program with adaptive books and communication books and devices that parents participate in.

## Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	61
SIFE	0	ELLs receiving service 4-6 years	20	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	13	0	13	4	0	4	0	0	0	17
Dual Language										0
ESL	27	0	27	16	0	16	1	0	1	44
<b>Total</b>	<b>40</b>	<b>0</b>	<b>40</b>	<b>20</b>	<b>0</b>	<b>20</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>61</b>

Number of ELLs in a TBE program who are in alternate placement: 17

## C. Home Language Breakdown and ELL Programs

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

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	7	9	5	6	4							40
Chinese	0	1	0	0	0	0	0							1
Russian	1	0	0	0	0	0	0							1
Bengali	1	0	1	0	0	1	0							3
Urdu	0	1	0	1	0	1	1							4
Arabic	1	1	0	0	0	1	0							3
Haitian	0	1	1	0	1	0	0							3
French	0	0	0	0	1	0	0							1
Korean	0	0	0	0	0	0	0							0
Punjabi	0	0	0	0	0	0	0							0
Polish	0	0	0	0	0	0	0							0
Albanian	0	0	0	0	0	0	0							0
Other	3	2	0	0	0	0	0							5
<b>TOTAL</b>	<b>9</b>	<b>12</b>	<b>9</b>	<b>10</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### Programming and Scheduling information:

Our organizational models are push-in and pull-out. During push-in, the ESL teacher pushes into the classroom teacher's ELA block or math block at the elementary level. These blocks are 90 minute sessions. Most of P4K's ELLs are homogenous (beginning proficiency/or invalid level). Pull-out is used only when the ELLs are spread across multiple teachers and when push-in is not possible. Our school organization has made every effort possible to cluster ELLs into monolingual classrooms in order to facilitate a push-in ESL schedule. The ELL teachers provide service to the 6:1:1, 12:1:1 and 12:1:4, and most of these ELLs are ungraded (alternate assessment). The majority of P4K's students are ungraded, but we have a small standardized assessment program. Five of our ELLs are standardized students with Hearing Education Services (HES).

P4K is a kindergarten to sixth grade school which follows the guidelines of CR Part 154 to deliver ESL instruction. We have two ESL teachers who service students at P4K's seven building sites. A beginner or intermediate student receives 360 minutes per week, and an advanced student receives 180 minutes per week and 180 minutes of ELA. The ESL teachers push in and pull out students to give them their mandated time. Explicit ELA minutes are delivered according to CR Part 154 with the collaboration of the classroom and ESL teachers who support the grade level curriculum. There are no self-contained classes of ESL students at this time. The students participate in NYSESLAT testing every spring as per their IEPs.

### Content Area and Support delivery:

The language of instruction in our ESL Program is English. The ESL teachers use various methods and approaches in the push-in/pull-out models with the support of the New York State ESL standards and the NYS Common Core Learning Standards. Some of these methods include Total Physical Response (TPR). This is often done in a game such as "Simon Says" i.e. "touch your nose, show me the window, where is the pencil etc." We also use the Whole Language Approach. This philosophy has the belief that ESL teachers are not just teaching reading, rather they are guiding and assisting English Language Learners to develop as independent readers, writers or learners. This philosophy is implemented through adapted books, The Land of the Letter People interdisciplinary curricular tools.

Another methodology used in our ESL program is the Language Experience Approach (LEA) which brings together the combined abilities of the class in a literature based approach. Lucy Caulkins Story based grammar is also a tool utilized which tells a story that introduces grammar rules in a creative way. "Think-pair-share" is a strategy also used in cooperative learning which we employ in our ESL program. The teacher poses a question. They pair, think, and explore answers and then share it with the class. When available, our ESL teachers send home instructions for homework in the parent's native language as well as English in order to support the children's language acquisition at home. If a child's IEP requires bilingual instruction, a bilingual Alternate Placement Paraprofessional is provided for the student in all content areas.

In our ESL program, the ESL teachers and special education classroom teachers work collaboratively to create and implement IEP goals, as well as to plan for the instruction of our ELL students using differentiation for all subgroups. Every attempt is made for the ESL teachers to push-in during the ELA or math blocks in order to provide content area support using ESL methodologies. During pull-out, the ESL teachers follow the school's general curriculum ELA instruction, which includes the following curriculum: Land of the Letter People, Let's Begin with the Letter People, and Land of Letter People interdisciplinary curricular tools, Words Their Way, SMILE, Edmark

## A. Programming and Scheduling Information

Reading Program, and a Quarterly Skill Set Spelling Test Program, as part of the Teacher's College Reading and Writing Program, and Get Ready to Learn, a program developed to increase appropriate behaviors, enhancing students' ability to learn more effectively. For our Social Studies curriculum, we follow the NYC DOE Scope and Sequence and adapt the following books to our students' needs: Zaner-Bloser Books, Heinemann, Steck-Vaughn's Guided Reading Shutterbug Books, Big and Small Trade Books, Social Studies realia, True Books by Scholastic, Discover Books by Scholastic, Literacy 2000 Series, and we use teacher made materials. Our ESL teachers as well as our classroom teachers also integrate the monthly school theme, ESL standards, CCLS, and use modified reading materials for Students with Disabilities (SWDs) in content area instruction. They use texts that support core ESL methodologies such as Learning through Commands, Actions, and Learning Experience. The ESL teachers also utilize the Student Annual Needs Determination Inventory (SANDI) assessment and P4K's student work rubric. Additionally, we incorporate the Applied Behavioral Analysis (ABA) principles and the Picture Exchange Communication System (PECS) into our instruction as well. In order to support our 61 ELLs, the ESL teachers work collaboratively with classroom teachers to use and adapt grade level curriculum with adaptive books, scaffolding, and use Mayer-Johnson Picture Symbols and PECS.

### Evaluation in Native Languages:

According to CR Part 154, students whose native language is Spanish are given the Spanish LAB if they do not pass the LAB-R. This is conducted within the first ten days of the student's admission to school. We provide for and support the native language of our students by providing an Alternate Placement Paraprofessional for the students who are mandated for a bilingual classroom placement as per IEP. Native language support is also provided to our ELLs through the use of Bilingual dictionaries, books, and technology websites in our ESL program as well as our special education classrooms.

### Differentiation with Subgroups/Content-Area Support:

The ESL teacher and classroom teachers work collaboratively to differentiate instruction for all ELL subgroups. After reviewing the ATS report 'RSFE', we have determined that there are no SIFE students identified in the P4K organization. If we were to have SIFE students, we would provide a buddy system and offer focused AIS services to these ELLs. In order to support this subgroup academically in the content areas, we would use multiple ESL strategies (TPR, LEA, and the Natural Approach) in conjunction with scaffolding (modeling, bridging, schema building, text re-representation, and metacognition) techniques. The Special Education classroom teachers of our ELLs infuse ESL strategies into their instruction through formal/informal collaborative support from our ESL teachers. The majority of our ELLs are newcomers, we forty students in this subgroup. ELLs in this subgroup will continue to receive their mandated CR Part 154 minutes for the K-8 level (360 minutes for Beginning and Intermediate ELLs and 180 minutes of ESL/180 minutes of ELA for Advanced ELLs) from their fully certified ESL providers. We use multiple ESL methodologies (TPR, LEA, and the Natural Approach) in conjunction with scaffolding (modeling, bridging, schema building, text re-representation, and metacognition). The Special Education classroom teachers of our ELLs infuse ESL strategies into their instruction through formal/informal collaborative support from our ESL teachers. Additionally, we incorporate the ABA principles and the PECS into our instruction as well. Since NCLB requires ELA testing for all ELLs after one year, the ESL teachers work collaboratively with classroom teachers to support grade level curriculum with adaptive books, scaffolding, and use Mayer-Johnson Picture Symbols during push-in. Our ESL teachers for the school's monthly thematic unit in conjunction with our school-wide literacy curriculum for ELA. P4K uses Get Ready to Learn with our newcomers, this program was developed to increase appropriate behaviors, enhancing students' ability to learn more effectively in daily 20-30 minute sessions. We have identified twenty ELLs who have been receiving services in the 4-6 years category. In order to support these students, we meet at monthly collaborative team teaching meeting as well as IEP meetings to discuss students' 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. Our ELL students who receive an Extension of Services will continue to receive their mandated CR Part 154 minutes for the K-8 level (360 minutes for Beginning and Intermediate ELLs and 180 minutes of ESL/180 minutes of ELA for Advanced ELLs) from their fully certified ESL providers with a focus on the reading and writing modalities in order to continue the development of literacy and communication skills. Our ELL students will be provided with differentiated instruction in reading and writing using ESL strategies and methods, teacher adapted books (utilizing symbols and pictorial representation), Mayer-Johnson symbols, communication books, and AAC devices in order to make the English language more comprehensible. ESL strategies and methods include: the Learning Experience Approach, the Whole Language Approach, Total Physical Response, scaffolding, visual supports, and the use of graphic organizers. In addition, our ELLs who need an Extension of Services will receive small group targeted instruction for ELA and Math from their classroom teachers. AIS providers use teacher made materials created for the students' needs and differentiated instruction that is aligned with the school-wide curriculum. Other formats for providing differentiated instruction in ESL as well as our classrooms include: multisensory approaches to second language acquisition and integrating visual, auditory, and kinesthetic modalities into all lessons/unit

## A. Programming and Scheduling Information

plans. P4K also uses Get Ready to Learn for students in the 4-6 years subgroup. This program was developed to increase appropriate behaviors, enhancing students' ability to learn more effectively in daily 20-30 minute sessions.

At this time, P4K has one long-term ELL, who receives the mandated CR Part 154 minutes. We use the following methodologies to support ELLs in this subgroup: TPR, LEA, and the Natural Approach. We constantly review academic language/vocabulary that are needed in order to be successful in the content areas with a focus on functional words, differentiated materials, and visual supports. In addition, we focus on NYSESLAT preparation with the student. The student in this subgroup requires a lot of motivation with regard to his activities. Therefore, he requires a highly specialized and specific program.

All of our students in the four ELL subgroups who are mandated for bilingual instruction as per their IEP are provided with bilingual paraprofessionals to assist them in their native languages. In addition our ELLs also have an opportunity to participate in Project Literacy-Tech, our supplemental Title III Program on specific Saturdays from April to May.

### Instructional Strategies for ELLs with Special Needs:

There are many instructional strategies that the ESL teachers use to accommodate all of the ELLs who are students with special needs. These materials and strategies encompass differentiated instruction. This includes: grade level adapted books, grade-level teacher made materials, leveled libraries, differentiated writing materials, graphic organizers, scaffolding, center based learning stations, and visual supports in conjunction with students' IEP goals and accommodations. Some ESL strategies that we use are: Total Physical Response (TPR), Whole Language Approach, Realia (real-life experiences and items), an alternate placement paraprofessional for bilingual instruction, the Language Experience Approach (LEA) according to their IEP goals and accommodations. P4K also collaborates with other related service providers (speech, occupational therapy, physical therapy). For our nonverbal students in reading, we use sentence utterance strips, and AAC devices for communication. The occupational therapists collaborate with the special education and ESL teachers to facilitate writing and increase the ELLs' fine motor skills. We also and continue to use the push-in model to co-teach grade level material with the classroom teacher.

### Curriculum, Instruction, and Scheduling of ELLs with Diverse Special Needs:

#### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
0%	0%		
Dual Language			
100%	100%		
75%	75%		
50%	50%		
25%	25%		
0%	0%		
Freestanding ESL			
100%	100%		
75%	75%		
50%	50%		
25%	25%		
0%	0%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

#### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?

- heritage classes

## B. Programming and Scheduling Information--Continued

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

### Targeted Intervention Services:

All ELLs participate in our targeted intervention service programs. In September and October, all ELLs get assessed by their classroom teachers using SANDI and Land of the Letter People assessments. In September, the ESL teachers review the NYSESLAT results and review their IEP goals. The collaborative teaching team discusses and designs intervention approaches after the assessments are finished. Then, the intervention programs are implemented to the students' language and academic needs and are monitored daily basis by data collection based on SANDI. These programs are aligned with ESL and the Common Core Learning Standards. All targeted intervention and instruction is delivered in English. However, if the child is mandated for bilingual instruction, an alternate placement paraprofessional and bilingual dictionaries are used for intervention.

For ELA we use many programs for intervention. For the 6:1:1 and 12:1:1 populations: "Let's Begin with the Letter People," "The Land of the Letter People," (for all populations, but is adapted for 6:1:1 & 12:1:1 populations); other intervention programs include the following curricula: SMILE, a structured phonics-based program (provided on a daily basis for twenty minute sessions); Edmark Reading Program (provided for 2-3 times a week). For our Hearing Education Service (HES) population and our 12:1:1, we use: Words Their Way, a word study program (provided daily for 15-20 minutes); Quarterly Skill Set Spelling Test Program, as part of the Teacher's College Reading Program. For our 12:1:4 classes, we use: Get Ready to Learn, a program developed to increase appropriate behaviors, enhancing students' ability to learn more effectively. For all students we use: BoardMaker (a research-based program), and teacher made materials that are differentiated and scaffolded according to each students' learning style. We also include some learning strategies such as: graphic organizers, visual supports for all learners.

For math, we use "Every Day Math" which is a research-based program. Everyday Mathematics is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.

For Social Studies, we follow the NYCDOE Scope and Sequence and use: leveled books, multicultural material, big books that are adapted, graphic organizers, teacher-made materials, and center-based instruction in accordance with their IEP annual goals.

For Science we use FOSS kits. FOSS is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California at Berkeley. The students use manipulatives for learning, interactive videos, and center-based learning stations with differentiated hands-on activities. Some supplemental books include Gail Gibbons books and Lakeshore books.

### Transitional Support Services:

These services are offered to students who reach proficiency level as measured by 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, these students may receive AIS (academic intervention services), and some continued non-mandated ESL services according to their individual needs. Some strategies for transition include: adapting materials, modifying a lesson according to their IEP accommodations, using visual supports, and monitoring students' testing data.

### Revised/New Programs:

P4K was recently awarded a Title III Grant for a Saturday Literacy Program. This program was in place for the last two years, but will be

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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### Revised/New Programs:

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

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

### 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:

The ESL teachers and all teachers of ELLs attend and will continue to attend all District 75 and Citywide Professional Development (PD) workshops. We will continue our study group with our ESL teachers and those teachers of ELL students. Our study group will share their findings with the rest of the staff during designated PD days. P4K's Professional Development plans for 2011-2012; school year include topics pertaining to ELL education such as strategies for Native Language Instruction for alternate placement paraprofessionals, 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 with any changes in district-wide policies. With the new Common Core Learning Standards, the ESL teachers have attended and will be attending on-going in-school and district-wide workshops to facilitate learning for ELLs with disabilities and using the Student Annual Needs Determination Inventory (SANDI) assessment tool.

Administration, classroom teachers, and support staff are required to take professional development programs in District 75. On [www.district75pd.org](http://www.district75pd.org), they can sign-up for ELL workshops. 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. Alternate Placement Paraprofessionals and classroom paraprofessionals receive behavioral and student training through District 75 and their classroom teachers. We have no bilingual teachers at P4K. 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 10 hours of Jose P. training is strongly recommended for all classroom teachers.

P4K follows a scheduled timeline for professional development for ELLs with disabilities. During September, all school personnel receive training on the first day of school on implementing the Common Core Learning Standards. A week later, all staff were trained on [www.vizzle.com](http://www.vizzle.com), which is a learning program for ELLs and other students with special needs. Every week during professional option periods, each site schedules time in the morning for mini-professional development sessions in dealing with our students who have special needs. These sessions include SANDI training, collecting daily data, and performance tasks. Superintendent Conference Days are held 3 times a year: the first day of school, Election Day, and Brooklyn-Queens Day. Special Education Student Information System (SEISIS) training is given by in-house staff that is scheduled on Saturdays and during professional option periods. P4K also receives monthly training at their faculty meetings in regard instruction of ELLs with special needs.

Assisting ELLs in Transitioning from Elementary School to Middle School

Ms. LaTasha Green, P4K's Parent Coordinator organizes a "Getting Ready for Middle School" Program and workshops during the spring

## D. Professional Development and Support for School Staff

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### Professional Development Plan for all ELL Personnel:

The ESL teachers and all teachers of ELLs attend and will continue to attend all District 75 and Citywide Professional Development (PD) workshops. We will continue our study group with our ESL teachers and those teachers of ELL students. Our study group will share their findings with the rest of the staff during designated PD days. P4K's Professional Development plans for 2011-2012; school year include topics pertaining to ELL education such as strategies for Native Language Instruction for alternate placement paraprofessionals, 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 with any changes in district-wide policies. With the new Common Core Learning Standards, the ESL teachers have attended and will be attending on-going in-school and district-wide workshops to facilitate learning for ELLs with disabilities and using the Student Annual Needs Determination Inventory (SANDI) assessment tool.

Administration, classroom teachers, and support staff are required to take professional development programs in District 75. On [www.district75pd.org](http://www.district75pd.org), they can sign-up for ELL workshops. 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. Alternate Placement Paraprofessionals and classroom paraprofessionals receive behavioral and student training through District 75 and their classroom teachers. We have no bilingual teachers at P4K. 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 10 hours of Jose P. training is strongly recommended for all classroom teachers.

P4K follows a scheduled timeline for professional development for ELLs with disabilities. During September, all school personnel receive training on the first day of school on implementing the Common Core Learning Standards. A week later, all staff were trained on [www.vizzle.com](http://www.vizzle.com), which is a learning program for ELLs and other students with special needs. Every week during professional option periods, each site schedules time in the morning for mini-professional development sessions in dealing with our students who have special needs. These sessions include SANDI training, collecting daily data, and performance tasks. Superintendent Conference Days are held 3 times a year: the first day of school, Election Day, and Brooklyn-Queens Day. Special Education Student Information System (SEGIS) training is given by in-house staff that is scheduled on Saturdays and during professional option periods. P4K also receives monthly training at their faculty meetings in regard instruction of ELLs with special needs.

### Assisting ELLs in Transitioning from Elementary School to Middle School

Ms. LaTasha Green, P4K's Parent Coordinator organizes a "Getting Ready for Middle School" Program and workshops during the spring semester of school at each site to facilitate the ELLs' transition from elementary to middle school. Parent notification letters are sent out in the students' home languages. She also sends information home to parents regarding city-wide programs for ELLs with disabilities. Some of these workshops include: stress management, Medicaid service coordination and waivers, Family Support conferences, counseling for mental disabilities, and in-home rehabilitation for physically challenged, intervention services for the hearing and visually impaired.

### Jose P. Training

District 75's Office of ELLs offers Jose P. ESL training to all classroom teachers. We make every effort to send our new teachers to this training each year. We maintain a record of pedagogues who have received this training in individual teacher's files, as well as our ELL compliance binders which are submitted to District 75's Office of ELLs and are kept at each P4K site.

## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
<p>100% Professional Development Plan for all ELL Personnel: The ESL teachers and all teachers of ELLs attend workshops. We will continue our study group with findings with the rest of the staff during designated</p>	<p>100% Professional Development Plan for all ELL Personnel: The ESL teachers and all teachers of ELLs attend workshops. We will continue our study group with findings with the rest of the staff during designated</p>
Dual Language	
<p>100% Literacy, teaching of ESL through content areas, technology in Bilingual and ESL education, and the Additional emphasis for Professional Development mandated for ESL service in their classrooms, so that</p>	<p>100% 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</p>
Freestanding ESL	
<p>100% the ESL District Coach in order to be updated with the ESL teachers have attended and will be attending disabilities and using the Student Annual Needs Determination Inventory (SANDI) assessment tool.</p>	<p>100% any changes in district wide policies. With the new Common Core Learning Standards, on-going in-school and district-wide workshops to facilitate learning for ELLs with disabilities and using the Student Annual Needs Determination Inventory (SANDI) assessment tool.</p>
TIME	<div style="display: flex; justify-content: space-between;"> <span>BEGINNERS</span> <span>INTERMEDIATE</span> <span>ADVANCED</span> </div>

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

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. Alternate Placement Paraprofessionals and classroom paraprofessionals receive behavioral and student training through District 75 and their classroom teachers. We have no bilingual teachers at P4K. 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 10 hours of Jose P. training is strongly recommended for all classroom teachers.

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## 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?

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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:

The needs of our ELL parents are constantly being assessed. In the beginning of the school, or when an ELL is new they receive an entitlement letter, parent survey, and brochure about our program in their native language. In October, we have a Parent Breakfast Orientation at each site where the ESL teachers review the needs of the parents and ELLs. Then the collaborative teaching team gets together to make an individual plan for each ELL. Daily correspondence is done in the ELL's communication book in the student's native language by the alternate placement paraprofessional. Also, the alternate placement paraprofessional makes phone calls as needed per the ELL's needs. The trend from communication and parent surveys of the ELLs is that they would like more workshops during the school year to address their child's needs. We are currently having the speech providers give workshops in communication. Also, we have monthly celebrations to invite parents see the progress of their children. Parent-Teacher conferences are held twice, and as often as needed.

Parents of ELLs receive a monthly newsletter from the classroom teachers describing what the children do each month. Also, speech providers run workshops for the parents of ELLs on how to implement and use communication devices and transitional schedules at home. Also, the parents of ELLs are part of the PBIS store. They donate food and drinks for the students and staff to purchase for fundraising. There are also many multi-cultural celebrations such as: Halloween Parade, Thanksgiving Dinner for parents of ELLs and the entire site, December's Holiday Show, Chinese New Year, and Cinco de Mayo.

Last year, we completed a program called "Parents As Arts Partners, (through the Center of Arts Education). It ran from April to June 2011, during the school day, once a week: its primary focus was to engage parents, teachers, and students in creating puppets, writing, watching a puppet show, a collaborative book, and acting out the story as a team. All of the projects were in line with the IEP goals of the PBIS Program (Positive Behavior Intervention Support): linking what is implemented in school and home.

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

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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 !

## B. Programming and Scheduling Information--Continued

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

### Targeted Intervention Services:

All ELLs participate in our targeted intervention service programs. In September and October, all ELLs get assessed by their classroom teachers using SANDI and Land of the Letter People assessments. In September, the ESL teachers review the NYSESLAT results and review their IEP goals. The collaborative teaching team discusses and designs intervention approaches after the assessments are finished. Then, the intervention programs are implemented to the students' language and academic needs and are monitored daily basis by data collection based on SANDI. These programs are aligned with ESL and the Common Core Learning Standards. All targeted intervention and instruction is delivered in English. However, if the child is mandated for bilingual instruction, an alternate placement paraprofessional and bilingual dictionaries are used for intervention.

For ELA we use many programs for intervention. For the 6:1:1 and 12:1:1 populations: "Let's Begin with the Letter People," "The Land of the Letter People," (for all populations, but is adapted for 6:1:1 & 12:1:1 populations); other intervention programs include the following curricula: SMILE, a structured phonics-based program (provided on a daily basis for twenty minute sessions); Edmark Reading Program (provided for 2-3 times a week). For our Hearing Education Service (HES) population and our 12:1:1, we use: Words Their Way, a word study program (provided daily for 15-20 minutes); Quarterly Skill Set Spelling Test Program, as part of the Teacher's College Reading Program. For our 12:1:4 classes, we use: Get Ready to Learn, a program developed to increase appropriate behaviors, enhancing students' ability to learn more effectively. For all students we use: BoardMaker (a research-based program), and teacher made materials that are differentiated and scaffolded according to each students' learning style. We also include some learning strategies such as: graphic organizers, visual supports for all learners.

For math, we use "Every Day Math" which is a research-based program. Everyday Mathematics is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.

For Social Studies, we follow the NYCDOE Scope and Sequence and use: leveled books, multicultural material, big books that are adapted, graphic organizers, teacher-made materials, and center-based instruction in accordance with their IEP annual goals.

For Science we use FOSS kits. FOSS is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California at Berkeley. The students use manipulatives for learning, interactive videos, and center-based learning stations with differentiated hands-on activities. Some supplemental books include Gail Gibbons books and Lakeshore books.

### Transitional Support Services:

These services are offered to students who reach proficiency level as measured by 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, these students may receive AIS (academic intervention services), and some continued non-mandated ESL services according to their individual needs. Some strategies for transition include: adapting materials, modifying a lesson according to their IEP accommodations, using visual supports, and monitoring students' testing data.

### Revised/New Programs:

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### Revised/New Programs:

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### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Assessment Analysis:

Overall NYSESLAT results for 2011 were that 57 out of 61 ELLs scored at the beginner NYSESLAT proficiency level, and 3 were at the NYSESLAT intermediate level, none were advanced, and one ELL scored proficient. The proficient ELL was in P4K's inclusion program. Please note: ten students who took the NYSESLAT in the spring 2011 scored beginner, and have articulated. Also, two ELL students who were discharged scored at the beginning NYSESLAT level. One student is a home language error: it should be English instead of Spanish on the RNMR report.

NYSESLAT Modalities by Grade:

Listening and Speaking Modalities of the NYSESLAT:

In listening and speaking modalities of the NYSESLAT, 6 kindergartners scored at the NYSESLAT beginning proficiency level, one scored at the intermediate level, and one at the proficient level. In the first grade, four ELL students scored at the beginning NYSESLAT proficiency, two at the proficient level. In the second grade, four ELL students scored at the beginning NYSESLAT proficiency level, one is at the intermediate proficiency level. In the third grade, one ELL student is at the beginning NYSESLAT proficiency level, and four are at the intermediate level. In the fourth grade, one ELL student is at the beginning NYSESLAT proficiency level, three are at the intermediate NYSESLAT proficiency level, and one is at the advanced NYSESLAT proficiency level. In the fifth grade, three ELL students scored at the beginning NYSESLAT proficiency level, two scored at the intermediate NYSESLAT level, and two scored at the advanced NYSESLAT proficiency level. In the sixth grade, two ELL students scored at the beginning NYSESLAT level, and one at the intermediate NYSESLAT level. Compared to last year's NYSESLAT exam, more students scored at intermediate, advanced, and proficient levels. Please note three ELLs in the fifth grade have articulated and scored at the beginning NYSESLAT proficiency level. Two students in the sixth grade who have articulated scored also at the beginning NYSESLAT proficiency level. Two fifth graders and one sixth grader have articulated and scored at the intermediate NYSESLAT proficiency level. Two fifth graders have articulated at the advanced NYSESLAT proficiency level. Compared to 2010's NYSESLAT results, our students have progressed in these modalities.

Reading and Writing Modalities of the NYSESLAT:

In the reading and writing modalities of the NYSESLAT, seven kindergartners scored at the beginning NYSESLAT proficiency level, and one is at the intermediate NYSESLAT proficiency level. In the first grade, three ELL students scored at the beginning NYSESLAT proficiency level, one is at the intermediate NYSESLAT proficiency level, and one is at the proficient level. In the second grade, five ELL students scored at the beginning NYSESLAT level. In the third grade, all five ELLs scored at the beginning level. In the fourth grade, all five ELLs scored at the beginning NYSESLAT level. In the fifth grade, seven ELLs scored at the beginning NYSESLAT level. In the sixth grade, all 3 ELLs scored at the beginning NYSESLAT level. Please note that 10 ELLs who articulated scored at the NYSESLAT

## Additional Information

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

Paste additional information here

## 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:

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Assisting ELLs in Transitioning from Elementary School to Middle School

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## D. Professional Development and Support for School Staff

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District 75's Office of ELLs offers Jose P. ESL training to all classroom teachers. We make every effort to send our new teachers to this training each year. We maintain a record of pedagogues who have received this training in individual teacher's files, as well as our ELL compliance binders which are submitted to District 75's Office of ELLs and are kept at each P4K site.

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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:

The needs of our ELL parents are constantly being assessed. In the beginning of the school, or when an ELL is new they receive an entitlement letter, parent survey, and brochure about our program in their native language. In October, we have a Parent Breakfast Orientation at each site where the ESL teachers review the needs of the parents and ELLs. Then the collaborative teaching team gets together to make an individual plan for each ELL. Daily correspondence is done in the ELL's communication book in the student's native language by the alternate placement paraprofessional. Also, the alternate placement paraprofessional makes phone calls as needed per the ELL's needs. The trend from communication and parent surveys of the ELLs is that they would like more workshops during the school year to address their child's needs. We are currently having the speech providers give workshops in communication. Also, we have monthly celebrations to invite parents see the progress of their children. Parent-Teacher conferences are held twice, and as often as needed.

Parents of ELLs receive a monthly newsletter from the classroom teachers describing what the children do each month. Also, speech providers run workshops for the parents of ELLs on how to implement and use communication devices and transitional schedules at home. Also, the parents of ELLs are part of the PBIS store. They donate food and drinks for the students and staff to purchase for fundraising. There are also many multi-cultural celebrations such as: Halloween Parade, Thanksgiving Dinner for parents of ELLs and the entire site, December's Holiday Show, Chinese New Year, and Cinco de Mayo.

Last year, we completed a program called "Parents As Arts Partners, (through the Center of Arts Education). It ran from April to June 2011, during the school day, once a week: its primary focus was to engage parents, teachers, and students in creating puppets, writing, watching a puppet show, a collaborative book, and acting out the story as a team. All of the projects were in line with the IEP goals of the PBIS Program (Positive Behavior Intervention Support): linking what is implemented in school and home.

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.
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# 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)	13	7	7	6	12	10	3							58
Intermediate(I)	2	1	0	0	0	0	0							3
Advanced (A)	0	0	0	0	0	0	0							0
Total	15	8	7	6	12	10	3	0	0	0	0	0	0	61

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	15	0	15	0
NYSAA Mathematics	15	0	14	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	10	0	10	0

**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.

### Assessment Analysis:

Overall NYSESLAT results for 2011 were that 57 out of 61 ELLs scored at the beginner NYSESLAT proficiency level, and 3 were at the NYSESLAT intermediate level, none were advanced, and one ELL scored proficient. The proficient ELL was in P4K's inclusion program. Please note: ten students who took the NYSESLAT in the spring 2011 scored beginner, and have articulated. Also, two ELL students who were discharged scored at the beginning NYSESLAT level. One student is a home language error: it should be English instead of Spanish on the RNMR report.

### NYSESLAT Modalities by Grade:

#### Listening and Speaking Modalities of the NYSESLAT:

In listening and speaking modalities of the NYSESLAT, 6 kindergartners scored at the NYSESLAT beginning proficiency level, one scored at the intermediate level, and one at the proficient level. In the first grade, four ELL students scored at the beginning NYSESLAT proficiency, two at the proficient level. In the second grade, four ELL students scored at the beginning NYSESLAT proficiency level, one is at the intermediate proficiency level. In the third grade, one ELL student is at the beginning NYSESLAT proficiency level, and four are at the intermediate level. In the fourth grade, one ELL student is at the beginning NYSESLAT proficiency level, three are at the intermediate NYSESLAT proficiency level, and one is at the advanced NYSESLAT proficiency level. In the fifth grade, three ELL students scored at the beginning NYSESLAT proficiency level, two scored at the intermediate NYSESLAT level, and two scored at the advanced NYSESLAT proficiency level. In the sixth grade, two ELL students scored at the beginning NYSESLAT level, and one at the intermediate NYSESLAT level. Compared to last year's NYSESLAT exam, more students scored at intermediate, advanced, and proficient levels. Please note three ELLs in the fifth grade have articulated and scored at the beginning NYSESLAT proficiency level. Two students in the sixth grade who have articulated scored also at the beginning NYSESLAT proficiency level. Two fifth graders and one sixth grader have articulated and scored at the intermediate NYSESLAT proficiency level. Two fifth graders have articulated at the advanced NYSESLAT proficiency level. Compared to 2010's NYSESLAT results, our students have progressed in these modalities.

#### Reading and Writing Modalities of the NYSESLAT:

In the reading and writing modalities of the NYSESLAT, seven kindergartners scored at the beginning NYSESLAT proficiency level, and one is at the intermediate NYSESLAT proficiency level. In the first grade, three ELL students scored at the beginning NYSESLAT proficiency level, one is at the intermediate NYSESLAT proficiency level, and one is at the proficient level. In the second grade, five ELL students scored at the beginning NYSESLAT level. In the third grade, all five ELLs scored at the beginning level. In the fourth grade, all five ELLs scored at the beginning NYSESLAT level. In the fifth grade, seven ELLs scored at the beginning NYSESLAT level. In the sixth grade, all 3 ELLs scored at the beginning NYSESLAT level. Please note that 10 ELLs who articulated scored at the NYSESLAT

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** P4K

**School DBN:** 75K004

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah Evans	Principal		10/21/11
Anselma Ferguson	Assistant Principal		10/21/11
Latasha Green	Parent Coordinator		10/21/11
Ethel Vapner	ESL Teacher		10/21/11
	Parent		10/21/11
Rachael Arocho, ESL Teacher	Teacher/Subject Area		10/21/11
Felicita Torres, Special Ed	Teacher/Subject Area		10/21/11
Willa Barth, Literacy Coach	Coach		10/21/11
Derek Ramdass, Math/Sci. Coach	Coach		10/21/11
	Guidance Counselor		10/21/11
	Network Leader		10/21/11
Michael Byrdsong	Other <u>Admin Liaiso</u>		10/21/11
	Other		10/21/11
	Other		10/21/11
	Other		10/21/11

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

*Requirement under Chancellor's Regulations – for all schools*

DBN: 75K P4 School Name: P4K

Cluster: \_\_\_\_\_ Network: 2

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

### **Part A: Needs Assessment Findings**

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

P4K determines its language translation and interpretation needs by using the data gathered when parents complete the Home Language Identification Survey (HLIS), for all first time entrants to P4K and the New York City Public School System. Direct contact with the parents and legal guardians assist with the evaluation and assessment of the English language learners' (ELL) needs. At the Committee on Special Education (CSE) meeting, the team meets with the parents. Their home language is recorded through their HLIS and LAB-R is administered at this time. If this does not occur at the CSE, then the data and LAB-R is administered and recorded at the school level. The home language and ELL status is recorded and is cross-referenced in ATS reports (RLER, RPOB, RLAT, REXH, HISE, RADP, RNMR, RYOS, RCRL), on emergency cards, the HLIS, and entitlement letters. P4K has bilingual staff members who translate and interpret all communication for parents, such as: correspondence, progress reports, report cards, and daily communication books. A translator is provided at the time of the CSE meeting. Currently, P4K has 61 students who need language and interpretation services. At P4K we currently provide in-house translation services for: Spanish (40), Haitian-Creole (3), Bengali (3), Russian (1), Urdu (4), Mandarin (4), French (1), Chinese/Cantonese (1) and Arabic (3) speakers. ELL parents have been provided with a translated Bill of Parents' Rights and Responsibilities. P4K has appropriate school signage and forms in all languages mentioned above. School documents are always translated in a timely fashion since the translation team of the school sets the documents under strict priority. Our ESL teachers notify our administration and staff regarding our school's written translation and oral interpretation needs. Following this process, a list of ELLs and their home languages is drafted and shared with the school community and staff (administrators, lead teachers, classroom teachers, related service providers, cluster teachers, psychologists, counselors, and paraprofessionals).

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.

At monthly School Leadership Team (SLT) and parent/teacher meetings we discuss the school program. These settings are an open forum to facilitate and clarify parents' concerns and needs. Oral interpretation is provided for parents for one-to-one meetings, group meetings, and IEP meetings. In our findings, the largest percentage of the ELLs speak Spanish (40) while a small number speak Bengali (3), Urdu (4), Cantonese/Chinese (1), Mandarin (4), French (1), Russian (1), Arabic (3), and, Haitian-Creole (3). Most of them require written translation while a few require both written translation and oral interpretation. The administrative coordinator, parent coordinator, principal and assistant principals as well as the office staff and teachers make sure that ELL parents' translation and/or interpretation needs are met to ensure constant communication for the students' benefit. P4K provides translation services to parents in their native languages by staff that is available. An interpreter is provided at the time of the CSE meeting. Currently, P4K has 61 students who need language and interpretation services. P4K has appropriate school signage and forms in the languages mentioned above. School documents are always translated in a timely fashion since the translation team of the school sets the documents under strict priority. The parent coordinator and our ESL teachers maintain the ELL records.

## **Part B: Strategies and Activities**

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

P4K provides written translation services to parents in their native languages by staff that is available. An interpreter is provided at the time of the CSE meeting. P4K has appropriate school signage, safety plan procedures, and school forms in all languages mentioned above. School documents (correspondence, brochures, communication books, progress reports, and report cards) are always translated in a timely fashion since the translation team of the school sets the documents under strict priority. P4K ensures accessibility for interpretation services at one-on-one meetings such as IEP meeting, group celebrations and award ceremonies, Moving Up Ceremonies, according to the Parent's Bill of Rights. If there is no staff member who can provide translation or interpretation services, the NYC Language and Interpretation Unit is notified.

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.

An oral interpreter is provided during intake procedures when the parent interview is conducted on the student. At P4K oral interpretation services are provided by staff members such as: teachers, P4K parent volunteers, and pedagogues (school psychologists and counselors). If a staff member does not speak a student's home language, then the Office of Language and Interpretation Services is contacted to arrange for an interpreter (over the phone or in person). Also, if an interpreter is required during IEP meetings the parent is informed to contact the chairperson on the Committee on Special Education. Parents are also welcomed to bring their own interpreter.

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>.

P4K will fulfill Section VII of Chancellor's Regulations A-663 by translating all notices, memos, safety plan, school signage, and any documents for ELL parents. As a result, P4K translates documents in all home languages and provides interpreters at all one-on-one meetings and group meetings.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <a href="#">P4K</a>	DBN: 75K004
Cluster Leader: Gary Hecht	Network Leader: <a href="#">Stephanie McCaskill</a>
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 12 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 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. Twelve ELL students (12:1:1 ratio grades K-2) will participate in our Saturday Title III program. The reason that we invite these twelve students is the NYSESLAT scores that we seek to improve in this grouping of students. We believe that the 12:1:1 students will benefit most from the Title III program. The program will be delivered in English to build fluency in the language.

Leading our instructional component of the program are one fully certified ESL teacher, Ms. Arocho, and one fully certified special Education teacher, Ms. Fisher (who will also facilitate technology component of the program). There will be two paraprofessionals (one ELL student needs one-to-one paraprofessional) and one site administrator (Ms. Ferguson, AP, who will be involved in providing Title III instruction, activities, and parental activities/professional development) 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 Title III Project "Lit-Tech Program" which has run successfully for two consecutive years, is designed for ELL parents and children with special needs to develop literacy skills through the use of technology and software. The need for a supplemental program within the P4K organization continues to grow as the secondary English Speaking population expands within this organization.

P4K's ESL program supports curriculum aligned to the Common Core Learning Standards, which is adapted and 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 in NYSESLAT testing. Some of these adaptations/methodologies include Total Physical Response, Adaptation of materials to accommodate visual learners, utilization of augmentative communication and IEP driven electronic voice output devices.

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 the organization continues to address 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

## Part B: Direct Instruction Supplemental Program Information

document.

During this seven Saturday workshop series to be held from April 14- May 26th, ELL students' IEP goals will be addressed to differentiate instruction. Students' support staffing will remain in-line with IEP mandates. The program's goal equally is to provide opportunities for access to technology and opportunities to utilize new acquired language skills while engaging in literature and social activities. The Saturday Program will be an opportunity to practice, share, and expand language.

The Saturday supplemental program will run for a series of seven Saturdays, beginning on April 14, April 21, April 28, May 5, May 12, May 19th, and concluding on May 26th 2012. The program will provide parents and students with direct instruction between the hours of 9am -1pm on each Saturday that the program is held.

The students and parents identified as potential participants in the program are elementary school age English language learners who need opportunities to engage in varied tasks that will support the second language acquisition. The language of instruction will primarily be in English for the 2012 "Project Lit-Tech" Saturday program. Instructors will include: one ESL certified Instructor, and one certified, Special Education teacher with technology expertise.

All ELL parents will be invited to fully participate and work alongside their children in the Saturday workshop series. These parents will receive direct instruction from the ESL instructor and technology instructor in group format, each instructor taking a segment of the morning. Students will equally have access and receive direct instruction from the two teachers through a schedule which will allow all instructors to access parents and students alike throughout the course of the morning.

Materials will include Mayer Johnson /Boardmaker software technology and language acquisition in bookmaking, scheduling, adaptive materials and super symbols for English acquisition.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: There will be seven one hour sessions of first hour of the Saturday program ( from 8:00am -9:00am) is dedicated to professional development through training the staff in how to utilize and facilitate the 'Vizzle' program (visual education program for students with autism and special needs) or the Boardmaker program (iconic symbols which assist in navigating the environment) for use with the parents in creating books, schedules, personal communication systems or super symbol tags for around the home. The participants will be one Assistant Principal, one ESL teacher, one Special Education/Technology teacher and the two paraprofessionals. The first two workshops will be on the utilization of the Vizzle software, the following two sessions will be on Boardmaker program and SmartBoard techniques, and the three final PD workshops will be on creating adapted books and personal communication systems for our ELL students with disabilities. The professional development hour from 8:00-9:00 am is inclusive of all staff, paraprofessionals and instructors alike. It is a crucial hour for the all staff to be trained in the use of programs necessary to facilitate literacy support and symbol writing software (BoardMaker) for schedules and adaptive bookmaking. The 8:00 - 9:00 hour is directly facilitated by the ESL instructor and the site supervisor in technological hands-on training for the staff who will be involved with parent and students during the running program hours so that

### Part C: Professional Development

every staff person working the Saturday workshop has the skill set necessary to assist all parents. All students and parents will have an opportunity to dialogue and work with the ESL instructor once the program is up and running. It is however, important for all staff to be trained in the programs which will be utilized, therefore everyone has exposure and an opportunity to practice technology skills.

The ESL teacher, Rachael Arocho, and supervisor, Anselma Ferguson, are responsible for providing professional development to all staff who work the Saturday Literacy program. This training will be facilitated through utilization of the Smartboard to navigate the aforementioned programs along with laptops in more individualized sessions.

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.

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 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

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ELLparents will be invited to fully participate and work alongside their children in the Saturday workshop series. These parents will receive direct instruction from the ESL instructor and technology instructor in group format, each instructor taking a segment of the morning. Students will equally have access and receive direct instruction from the two teachers as they rotate into the student group rooms through a schedule which will allow all instructors to access parents and students alike throughout the course of the morning. All information that parents received (Title III letters, flyers, and notes) will be translated into their native languages.

Parents and families of the ELL students are given an initial introduction to the supplemental Saturday program at the first parent engagement breakfast which is an informational "meet and greet" for teachers including the ESL instructors (Ms. Rachel Arocho and Ethel Vapner) and all parents to discuss the upcoming school year and what services will be offered to students as well as families. The parents are informed (during the "meet and greet") about the Saturday supplemental program through the ESL instructors (Vapner and Arocho), the parent coordinator (Ms. Latasha Green) and/or the site

**Part D: Parental Engagement Activities**

administrator (Selma Ferguson, Deborah Bell-Robinson, or Emily Sheppard).  
 The second opportunity for parents of ELLS to be exposed to information related to the supplemental Saturday workshop is through a survey (in English and home languages) distributed to the ESL community to generate an interest level in activities aimed to build literacy skills.  
 There are also a series of ELL Parent engagement breakfasts which are facilitated by the ESL instructors and the Parent coordinator. At the ELL parent breakfasts which are held at the various sites (different events from the parent "meet and greet"), the Parent Coordinator, Latasha Green, and the ESL instructors, inform the parents of the specific aspects of the Title III program that will be held on the seven Saturdays in the Spring.  
 The ELL parent breakfasts are usually an hour in length and cover a range of topics such as building literacy skills, student interests, help with homework assignments and social skills.  
 Generally, in the past two years of running, parents have sought support in building literacy skills through communication symbols, building behavior support systems, assistance with homework completion and building independence skills for their children at home. Hence, the supplemental Saturday program is focused on building language and communication symbols, at-home scheduling, linking parents to functional uses of technology, i.e. internet searches for information, applying for library cards online, searching for directions via environmental mapping to get to services that they may need.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	Instruction: \$6,202.78  Prof Dev.: \$1,473.57  Subtotal: \$7,676.35	Instruction: 1Sup. X 7 Sat X 4h.X 52.39 = \$1,466.92 2 Teach. X7 SatX4 hrsX50.06= \$2,803.36 2 paras X 7 Sat X 4 hrs x 29.00 = \$1,624 1 secr. X10 hrs X 30.85= 308.50  Prof. dev. 1 SupX 1hr X 7x 52.39= \$366.73 2 teach X1hrX 7X50.06= \$700.84 2paras X 1hr X 7 X29.00= \$406.00
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional</li> </ul>	Subtotal \$2,552.20	Standard Copier paper = \$450 scissors= \$100 Camera memory cards \$400 books \$450

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		copier ink \$550 videocamera \$502.20 pens/markers \$100
Educational Software (Object Code 199)	<u>BoardMaker program \$350</u>	<u>One Boardmaker Software program to facilitate bookmaking, schedulmaking, super symbols</u>
Travel	\$378.00	12 metrocards @ 4.50 x 7Sat= \$378.00
Other	\$ 279.45	Refreshments for parents
<b>TOTAL</b>	<b><u>\$11,200</u></b>	