



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P53K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): DISTRICT 75

PRINCIPAL: HEATHER LEYKAM

EMAIL: HLEYKAM@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](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Heather Leykam	*Principal or Designee	
Pierre Labissiere	*UFT Chapter Leader or Designee	
Johanna Joseph	*PA/PTA President or Designated Co-President	
Carmen Hernandez	DC 37 Representative, if applicable	
Hakeem Smalls	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Liz Shelton	Student Representative	
	CBO Representative, if applicable	
Tania Suarez	Member/ Parent	
Lenny Negron	Member/ Parent	
Kenneth Smalls	Member/ Parent	
Angel Lopez	Member/ Transition Coordinator	
Catherine Hockenjos	Member/ Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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

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

During the 2011-2012 school year, P053K will increase ELA achievement for students participating in alternate assessment programs in line with the Common Core Learning Standards (CCLS), as evidenced by a 10% increase in students' reading and writing skills as measured by the Student Annual Needs Determination Inventory (SANDI) assessment.

During the 2011-2012 school year, P053K will increase student proficiency in ELA as measured by a 10% increase in students achieving Level 2 and 3 on NYS exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - During the 2010-11 school year, 50% of students scored Level 1 on state standardized assessments, 38% scored Level 2, 12% scored Level 3, and 0 % scored Level 4.
 - 2010-11 SANDI assessments show that students participating in alternate assessment programs are achieving the following average scores on the following sub-tests:
 - Reading: average score 101 (range 22-220) out of a possible score of 408
 - Writing: average score 64 (range 7-162) out of a possible score of 272
 - This range of scores indicate that our students have emergent reading and writing skills, while others have mastered many writing skills, indicating a need for focused inquiry teams to move students from emergent to independent skill levels in reading and writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups
 - Students and student subgroups will be identified through SANDI and Scantron Performance Series assessments, as well as based on previous year's state test results. SANDI & Scantron completed in November will be used as a baseline to create specific school wide goals in ELA. As a result action plans will be developed to support these goals, with mid-year Benchmark assessments completed by March and end-of-year assessments completed by June. The data provided by these assessments will initiate the following:
 - Determine annual professional development needs
 - Create and execute bi-monthly inquiry teams to target selected students
 - Shape annual curriculum map to align to Common Core Learning Standards with monthly benchmarks
 - Create annual individual goals for students
 - Drive differentiation in daily lesson planning
 - Teachers will create Student Learning Portfolios (SLPs) that will evidence the individual instructional needs of the students and measure students' progress toward identified goals in February and June.
 - Administrators will meet with teachers in by February to discuss student annual goals through mid-year conversations. Administrators will meet with teachers by June to discuss progress towards student annual goals through end-of-year conversations.

- Teachers meet weekly as cohorts to support progress towards instructional goals.
- b) staff and other resources used to implement these strategies/activities
- Inquiry Teams
 - Data specialist will provide support in tracking student data
 - Administration will hold mid- and end-of-year conferences with teachers to review SLPs and student progress
 - Professional development opportunities will be provided as follows:
 - Introducing UNIQUE: September 2011
 - Conducting SANDI Assessments: October, March and May
 - Understanding and Implementing the Common Core Learning Standards and Citywide Instructional Expectations: November 2011
 - Ongoing professional development at weekly Cohort Meetings
 - Bi-monthly inquiry team meetings
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Inquiry teams will meet on a bimonthly basis. Teams will consist of classroom teachers, cluster teachers, and related service providers when appropriate. They will document their sessions and create actions plans with measureable goals for next steps at each meeting. Inquiry teams will utilize the P53K ARIS community to enhance collaboration efforts and share their results and effective strategies across all sites. Inquiry teams will present model lessons, videotaping and conduct peer review of lessons.
 - Teachers will develop curriculum maps and appropriate lesson plans (begin alignment of Unique lessons to new Core Curriculum Standards-plans will be reviewed at weekly departmental meetings)
 - Teachers will participate in common planning time to review and assess data in order to make instructional decisions and develop next steps
- d) timeline for implementation
- September: Professional Development, Cohort Meetings, Unique Training
 - October: SANDI training, Predictive Testing
 - November: Baseline assessments complete,
 - December: Inquiry Teams
 - January: Mid-year conversations begin
 - March: Benchmark assessments complete, including Predictive Testing
 - May: End-of-year conversations, end-of-year assessments

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- P 53K will increase parental involvement through the following strategies:
- Monthly Parent Association (PA) meetings
 - Annual Individualized Education Program (IEP) meetings during which parents are informed about educational programs in the school
 - Annual Transition Fair
 - Bi-monthly informational sessions with guest speakers from community organizations

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P53K will seek out highly qualified licensed professionals that are interested in working in our unique environment. Strengths should include, but no be limited to strong collaboration skills and a desire to analyze data to improve instruction.

- P53K will be participating in the Talent Management Pilot. Talent management asks that administration conduct more frequent observations, both formal and informal with timely feedback for next steps to improve instruction.
- Administration will attend hiring halls seeking highly qualified candidates.
- Administration will support Teaching Fellows student teachers in our summer program by hosting Teaching Fellows during the Chapter 683 program, observing and supporting their development throughout the summer, and hiring those Fellows who show proficiency in the classroom.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- P53K offers a breakfast program servicing all students from all sites K-12.
- Title III afterschool program is offered to for English Language Learners (ELLs) to support academic achievement
- C.H.A.M.P.S.
- P53K purchased curricular support materials with state funding, including UNIQUE and SANDI

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title III
 - afterschool program for ELL students
 - staffing and materials (see attached plan).
- Instructional Funds:
 - Unique Curriculum
 - SANDI assessment
- NYSTL Library
 - Library books aligned to Unique curricular themes
- ARRA RTTT
 - Per Session for professional development related to Citywide Instructional Expectations and Common Core Learning Standards roll out

ANNUAL GOAL #2 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 #2

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

During the 2011-2012 school year, P053K will increase math achievement for students participating in alternate assessment programs in line with the Common Core Learning Standards (CCLS), as evidenced by a 5% increase in students' math skills as measured by the Student Annual Needs

Determination Inventory (SANDI) assessment.

During the 2011-2012 school year, P053K will increase student proficiency in math as measured by a 5% increase in students achieving Level 2 and 3 on NYS exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - During the 2010-11 school year, 33% of students scored Level 1 on state standardized assessments, 43% scored Level 2, 12% scored Level 3, and 12 % scored Level 4.
 - Baseline SANDI assessments show that Alternate Assessment students are achieving an average score of 80 (range 5-254) out of a possible score of 376 on the mathematics subsection, including operations and algebraic thinking, numbers and operations, algebra, and geometry. This range of scores indicate that some of our students have basic math skills, while others have mastered many functional math concepts, indicating a need for focused inquiry teams to move students from basic skill levels to functional skill levels in math.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups
 - Students and student subgroups will be identified through SANDI and Scantron Performance Series assessments, as well as based on previous year's state test results. SANDI & Scantron completed in November will be used as a baseline to create specific school wide goals in math. As a result action plans will be developed to support these goals, with mid-year Benchmark assessments completed by March and end-of-year assessments completed by June. The data provided by these assessments will initiate the following:
 - Determine annual professional development needs
 - Create and execute bi-monthly inquiry teams to target selected students
 - Shape annual curriculum map to align to Common Core Learning Standards with monthly benchmarks
 - Create annual individual goals for students
 - Drive differentiation in daily lesson planning
 - Teachers will create Student Learning Portfolios (SLPs) that will evidence the individual instructional needs of the students and measure students' progress toward identified goals in February and June.
 - Administrators will meet with teachers in by February to discuss student annual goals through mid-year conversations. Administrators will meet with teachers by June to discuss progress towards student annual goals through end-of-year conversations.
 - Teachers meet weekly as cohorts to support progress towards instructional goals.
 - f) staff and other resources used to implement these strategies/activities
 - Inquiry Teams
 - Data specialist will provide support in tracking student data
 - Administration will hold mid- and end-of-year conferences with teachers to review Student Learning Portfolios (SLPs) and student progress
 - Professional development opportunities will be provided as follows:
 - EQUALS training: September 2011
 - Conducting SANDI Assessments: October, March and May
 - Understanding and Implementing the Common Core Learning Standards and Citywide Instructional Expectations: November 2011

professional development

- Ongoing professional development at weekly Cohort Meetings

g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Inquiry teams will meet on a bimonthly basis. Teams will consist of classroom teachers, cluster teachers, and related service providers when appropriate. They will document their sessions and create actions plans with measureable goals for next steps at each meeting. Inquiry teams will utilize the P53K ARIS community to enhance collaboration efforts and share their results and effective strategies across all sites. Inquiry teams will present model lessons, videotaping and conduct peer review of lessons.
- Teachers will develop curriculum maps and appropriate lesson plans (begin alignment of EQUALS lessons to new Common Core Learning Standards-plans will be reviewed at weekly departmental meetings)
- Teachers will participate in common planning time to review and assess data in order to make instructional decisions and develop next steps

h) timeline for implementation

- September: Professional Development, Cohort Meetings, Unique Training
- October: SANDI training, Predictive Testing
- November: Baseline assessments complete,
- December: Inquiry Teams
- January: Mid-year conversations begin
- March: Benchmark assessments complete, including Predictive Testing
- May: End-of-year conversations, end-of-year assessments

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P 53K will increase parental involvement through the following strategies:

- Monthly Parent Association (PA) meetings
- Annual Individualized Education Program (IEP) meetings during which parents are informed about educational programs in the school
- Annual Transition Fair
- Bi-monthly informational sessions with guest speakers from community organizations

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- P53K will seek out highly qualified licensed professionals that are interested in working in our unique environment. Strengths should include, but no be limited to strong collaboration skills and a desire to analyze data to improve instruction.
 - P53K will be participating in the Talent Management Pilot. Talent management asks that administration conduct more frequent observations, both formal and informal with timely feedback for next steps to improve instruction.
 - Administration will attend hiring halls seeking highly qualified candidates.
 - Administration will support Teaching Fellows student teachers in our summer program by hosting Teaching Fellows during the Chapter 683 program, observing and supporting their development throughout the summer, and hiring those Fellows who show proficiency in the classroom.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- P53K offers a breakfast program servicing all students from all sites K-12.
- Title III afterschool program is offered to ELL's to support academic achievement
- C.H.A.M.P.S.
- P53K purchased curricular support materials with state funding, including UNIQUE and SANDI

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Instructional Funds
 - Unique Curriculum
 - SANDI assessment
 - Math manipulatives to supplement Equals math kits
- ARRA RTTT
 - Per Session for professional development related to Citywide Instructional Expectations and Common Core Learning Standards roll out

ANNUAL GOAL #3 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 #3

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

During the 2011-12 school year, P53K will improve Transitional programming for students 12-21 by linking student interests, strengths and abilities through a Student Transition Conference (STC), as evidenced by A 10% increase in graduating (age 21) students appropriately placed with agency programs.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Data collected by the Transition Coordinator shows that 75% of graduating students were linked with agencies during the 2010-2011 school year.
 - The 2010—11 Learning Environment Survey indicated the following:
 - 17% of parents responded “disagree,” “strongly disagree,” or “don’t know” to the statement: My child is learning what he or she needs to know to succeed in later grades, after graduating from high school, or after age 21
 - 18% of parents responded “disagree,” “strongly disagree,” or “don’t know” to the statement: My child’s school offers opportunities for transition planning and connection to adult services agencies
 - 10% of parents responded “disagree,” “strongly disagree,” or “don’t know” to the statement: My child’s school works with me to help my child transition smoothly to the next level
 - These responses indicate a need for additional support to parents and students in ensuring that students have appropriate transition services to ensure their success.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Parent Association meetings are held on a monthly basis with guest speakers from agencies and other support services
 - Annual transition fair will be held in the fall to connect parents with agencies and other resources
 - Transition Coordinator will support parents in connecting with agencies on a monthly basis, as necessary
 - Teachers will follow up with parents during annual IEP meetings
 - Teachers will develop relevant IEP goals for graduating (turning 21) students
 - b) staff and other resources used to implement these strategies/activities,
 - Transition Coordinator will contact all of the parents of students who are turning 21 at least twice per year, and more often as necessary.
 - School social worker will provide support to mandated students’ families.
 - Classroom teachers will speak with parents during IEP meetings and as appropriate throughout the year.
 - District Transition Coach will support school Transition Coordinator and other teachers in developing appropriate transition goals for students age 14 and older.
 - Parent coordinator will meet with parents and guardian’s to discuss plans for Transition options once a month in conjunction with scheduled PA meetings.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Transition Coordinator and Data Specialist will be responsible for evaluating the post- secondary outcomes of graduates from 53K's program over the past three years.
- d) timeline for implementation.
- September 2011: Students who will be turning 21 will be contacted at least once
 - October 2011: Parent Association meeting with agency guest speaker
 - November 2011: Transition Fair
 - March 2012: appointments scheduled/evaluations complete for 90% of graduating students
 - June 2012: 90% of graduating students (turning 21) are linked with an agency
 - Ongoing: IEP meetings between parents and teachers, individualized support for parents

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P 53K will increase parental involvement through the following strategies:

- Monthly Parent Association (PA) meetings
- Annual Individualized Education Program (IEP) meetings during which parents are informed about educational programs in the school
- Annual Transition Fair
- Bi-monthly informational sessions with guest speakers from community organizations

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P53K will seek out highly qualified licensed professionals that are interested in working in our unique environment. Strengths should include, but no be limited to strong collaboration skills and a desire to analyze data to improve instruction.

- P53K will be participating in the Talent Management Pilot. Talent management asks that administration conduct more frequent observations, both formal and informal with timely feedback for next steps to improve instruction.
- Administration will attend hiring halls seeking highly qualified candidates.
- Administration will support Teaching Fellows student teachers in our summer program by hosting Teaching Fellows during the Chapter 683 program, observing and supporting their development throughout the summer, and hiring those Fellows who show proficiency in the classroom.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- P53K offers a breakfast program servicing all students from all sites K-12.
- Title III afterschool program is offered to ELL's to support academic achievement
- C.H.A.M.P.S.
- P53K purchased curricular support materials with state funding, including UNIQUE and SANDI

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- VATEA CW
 - Stipends for students for students participating in work study program
 - Funding to begin a Silk Screening program at the main site

ANNUAL GOAL #4 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 #4

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

P53K will develop and support teacher effectiveness by participating in the Talent Management Pilot, developing a staff-wide understanding of the Talent Management pilot rubric, supporting teacher professional growth through timely, substantive feedback, and connecting feedback to student work and learning.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - During the 2010-11 school year, 50% of students scored Level 1 on state standardized assessments, 38% scored Level 2, 12% scored Level 3, and 0 % scored Level 4.
 - Baseline SANDI assessments show that Alternate Assessment students are achieving the following average scores on the following sub-tests:
 - Reading: average score 101 (range 22-220)
 - Writing: average score 64 (range 7-162)
 - During the 2010-11 school year, 33% of students scored Level 1 on state standardized assessments, 43% scored Level 2, 12% scored Level 3, and 12 % scored Level 4.
 - During the 2010-11 school year, 33% of students scored Level 1 on state standardized assessments, 43% scored Level 2, 12% scored Level 3, and 12 % scored Level 4.
 - Baseline SANDI assessments show that Alternate Assessment students are achieving an average score of 80 (range 5-254) on the mathematics subsection, including operations and algebraic thinking, numbers and operations, algebra, and geometry.
 - According to the 2010-11 School Learning Environment survey, 16% of teachers responded “never” to the statement, “most teachers in my school work together on teams to improve their instructional practice.” This indicates a need for teachers to further develop teacher teams to support teacher growth and professional development.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Teachers will participate in professional development opportunities to deepen their understanding of the Talent Management pilot rubric
 - Administrators will conduct 4 partial period observations per year, providing feedback using identified rubric
 - Administrators will conduct 2 full period observations per year, providing feedback using identified rubric
 - b) staff and other resources used to implement these strategies/activities,
 - Talent Management coach will provide support to administrators on effective implementation of the Talent Management rubric
 - Administrators will participate in Talent Management professional development sessions and conduct partial and full period observations
 - Cohorts and teacher teams will deepen their understanding of the rubric and use their analysis of student work to drive instruction
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers will participate in professional development to deepen their understanding of the Talent Management rubric

- Administrators will conduct follow up following partial and full period observations to provide teachers with timely, substantive feedback
- d) timeline for implementation.
- September 2011: Professional development for administrators and teachers on Talent Management
 - November 2011: Round 1 partial period observations complete, Professional Development for all teachers with Talent Management coach during Election Day
 - December 2011: Round 2 partial period observations complete
 - February 2012: Full period observation complete, Mid-year conversations complete
 - March 2012: Round 3 partial period observations complete
 - April 2012: Round 4 partial period observations complete
 - June 2012: Full period observation complete, end-of-year conversations complete

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- P 53K will increase parental involvement through the following strategies:
- Monthly Parent Association (PA) meetings
 - Annual Individualized Education Program (IEP) meetings during which parents are informed about educational programs in the school
 - Annual Transition Fair
 - Bi-monthly informational sessions with guest speakers from community organizations

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- P53K will seek out highly qualified licensed professionals that are interested in working in our unique environment. Strengths should include, but no be limited to strong collaboration skills and a desire to analyze data to improve instruction.
- P53K will be participating in the Talent Management Pilot. Talent management asks that administration conduct more frequent observations, both formal and informal with timely feedback for next steps to improve instruction.
 - Administration will attend hiring halls seeking highly qualified candidates.
 - Administration will support Teaching Fellows student teachers in our summer program by hosting Teaching Fellows during the Chapter 683 program, observing and supporting their development throughout the summer, and hiring those Fellows who show proficiency in the classroom.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The Talent Management Pilot is funded in part with Federal, Race To The Top funding

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Instructional Funds
 - SANDI assessment to ensure uniform assessment across sites and ensure a common language when teacher teams meet
 - Unique curriculum to ensure vertical and horizontal alignment of curriculum across sites and ensure a common language when teacher teams meet
- ARRA RTTT
 - Per session for the development of Student Learning Portfolios

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA:</p> <ul style="list-style-type: none"> • Apple Laptop Carts • Applied Behavior Analysis (ABA) • Brainpop • Caught Reading • Emergent Literacy Books • Foundations • Give Me 20 • iPad • Meville to Weville • Picture Exchange Communication System (PECS) • Quick Reads • Smartboard • Structured Methods in Language Education (SMILE) • Treatment and Education of Autistic Children with Communication Handicaps (TEACCH) • Unique • Wilson • Functional Libraries 	<ul style="list-style-type: none"> • Daily small group instruction 5x per week with students identified through the inquiry team • Daily 1:1 instruction 5x per week during the school day with students identified through the inquiry team
<p>Mathematics:</p> <ul style="list-style-type: none"> • Apple Laptop Carts • Brainpop • EQUALS 	<ul style="list-style-type: none"> • Daily small group instruction 5x per week with students identified through the inquiry team • Daily 1:1 instruction 5x per week during the school day with students identified through the inquiry team

<ul style="list-style-type: none"> • Everyday Math • iPad • Smartboard • Starboard 	
<p>Science:</p> <ul style="list-style-type: none"> • Apple Laptop Carts • Brainpop • iPad • Science Magazines • Smartboard • Starboard • Unique 	<ul style="list-style-type: none"> • Small group instruction 3x per week with students identified through the inquiry team • 1:1 instruction 3x per week during the school day with students identified through the inquiry team
<p>Social Studies:</p> <ul style="list-style-type: none"> • Apple Laptop Carts • Brainpop • Current Event Magazines • iOpeners • iPad • Life Skills/ Adaptive Living Skills (ADL) • Meville to Weville • Newspapers • Smartboard • Starboard • Travel Training • Unique 	<ul style="list-style-type: none"> • Small group instruction 3x per week with students identified through the inquiry team • 1:1 instruction 3x per week during the school day with students identified through the inquiry team
<p>At-risk Services provided by the Guidance Counselor</p> <ul style="list-style-type: none"> • Positive Behavior Intervention Support (P.B.I.S.) • School Wide Information System (SWIS) • Therapeutic Crisis Intervention 	<ul style="list-style-type: none"> • 1:1 during the school day as needed

At-risk Services provided by the School Psychologist:	
At-risk Services provided by the Social Worker: <ul style="list-style-type: none"> • Grooming and Hygiene: <i>Feeling Good Inside and Out!</i> • Intrinsic Self-regulation techniques • Teaching Little Hearts to be Big Hearts 	<ul style="list-style-type: none"> • Small group 1x per week
At-risk Health-related Services: <ul style="list-style-type: none"> • Open Air Ways • Grooming and Hygiene: <i>Feeling Good Inside and Out!</i> 	<ul style="list-style-type: none"> • Open Air Ways (3x per school year) • Grooming and Hygiene (small group 1x per week)

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 Ketler Louissaint/Gary Hecht	District 75	Borough Brooklyn	School Number 053
School Name P53K			

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

Principal Heather Leykam	Assistant Principal Elisabeth Kracher
Coach	Coach
ESL Teacher Kathy Goetemann/ELL Coordinato	Guidance Counselor
Teacher/Subject Area Yihong Guo/Literacy	Parent
Teacher/Subject Area Angel Lopez/Transition Teacher	Parent Coordinator In the process of hiring
Related Service Provider	Other Diana Castillo/Unit Coordinato
Network Leader	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	367	Total Number of ELLs	73	ELLs as share of total student population (%)	19.89%
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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. 

P53K has established an instructional program that addresses the academic, language, and physical needs of English Language Learners (ELLs) with disabilities in grades K – 12. There are 367 students, of which seventy three (73) are English Language Learners. The ELLs make up about 20% of the total student population.

Students receive ESL instruction either in a push-in or pull-out model from one of the two certified English as a Second Language (ESL) teachers, Kathy Goetemann or Daniel Rodriguez. There is one special education teacher with a bilingual extension. His name is Angel Lopez. Students whose IEP recommends bilingual services but for whom no bilingual class is available receive support in their native language from an alternate placement paraprofessional in accordance with CR Part 154 mandates at the same time that they receive ESL from a licensed ESL teacher. Instruction is driven by the (CCLS)Common Core Learning Standards and New York State Standards and Alternate Grade Level Indicators (AGLIs) for students in alternate assessment. The NYSESLAT is administered every year to all students regardless of their disability.

Students who are first attending a New York City school are designated as English Language Learners according to the HLIS(home language identification survey) and results of the LAB-R test. The LAB-R is administered by one of our aforementioned trained ESL teachers within ten (10) days of student's enrollment date. It is hand scored than sent to the ISC. If the student is Spanish the Spanish LAB is administered if student was unsuccessful on the English LAB-R. Most of our special needs alternate assessment students have difficulty completing standardized tests therefore an attempt is made to administer the LAB-R, however if the student is unable to respond due to her or his disability than it is up to the CSE team to determine eligibility of ESL or bilingual services based on the initial interview and home language survey, both of which are administered in the native language if needed. If the home language survey indicates the student's dominant language is one other than English and the student is not able to take the LAB-R than that student is placed in a bilingual or ESL program. The decision to place the student in ESL or in a bilingual program is determined at the CSE level and is dependent upon the level of fluency in English as per the LAB-R. If a student is non-verbal the CSE relies on the parent interview to determine how much English the student is exposed to at home and are placed accordingly. The IEP and SESIS are consulted to determine eligibility and placement of those students who are list noticed from another NYC public school. The English Language Learners (ELLs)in the bilingual program have an alternate placement paraprofessional to assist them with English language acquisition and native language support. Program choice and program offerings are discussed at the CSE conference. Parents often are accommodated by a translator but if there is a need for a translator a school staff member will provide translation of if need be the DOE translation unit will be contacted. NYC DOE offers ELLs TBE, Dual Language, and Freestanding ESL, however, based on current CSE recommendations, P53K is only able to provided Freestanding ESL at the present time. There is no bilingual class presently as there are not enough students who speak the same language and have the same IEP designation to form one. Data is reviewed periodically to determine the need to open a bilingual class.

The following staff members, all of which hold a valid NYC teaching license, support the ESL teachers in the intake process:

Sulma Alvarado(Spanish), Eugene Coco, and/or Unit Coordinators: Diana Castillo (Spanish), Sarah Mejia (Spanish), Denise Pilewski, Pam Clayton, Vicky Lyons. Translation services are always available if needed. The HLIS is completed with the help of the ESL teachers if she or he is available or one of the persons listed above.

The New York State English as a Second Language Achievement Test is given annually to all ELLs regardless of disability or proficiency level by the ESL teachers Kathy Goetemann and Danny Rodriguez. Eligibility is determined by consulting ATS reports: RLAT, RLER- LAT/LAB, RNMR, and RMSR and consulting with the ESL teachers to determine that all students who are currently receiving services and those eligible students are tested. All components of the NYSESLAT test including, speaking, reading, writing and listening are administered. Assurance that all eligible students complete each section is closely monitored and checked. Students complete each section of the test on a different day to ensure that students are given enough time. If a student is absent during one section of the test then every effort is made to provide a make-up session. The test assists the ESL teachers in identifying the progress and proficiency levels of all ELLs and determining if changes need to be made in their program or placement.

Parent outreach to parents of ELLs is provided by the parent coordinator (we are in the process of hiring a new coordinator), Michele Ragin the family worker, Kathy Goetemann and Daniel Rodriguez, the ESL teachers and Mr. Angel Lopez, the transition teacher, who also provides oral and written translation services. A parent orientation meeting is conducted at the beginning of each school year by the parent coordinator and includes pertinent information regarding English Language Learners. The ESL teacher(s) attends the orientation meeting and explains specifics of the ESL program including instructional goals, assessments and the Title III after school program. All material is disseminated in the parents' native language through a staff member or through the Department of Education Translation Unit at least ten days prior to an IEP meeting or other school event or conference. We have staff available to translate in the following languages: Chinese, Arabic, Spanish, Haitian Creole, French, Urdu, and Russian. Parents are informed of the three programs offered through the New York Board of Education as well as what program the school is currently able to offer.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	73
SIFE	8	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	20

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL		6	31		1	15		1	19	0
Total	0	6	31	0	1	15	0	1	19	0

Number of ELLs in a TBE program who are in alternate placement: 31

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
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		2		1	5	3	4	4	5	3	8	13	49
Chinese		1	1				2	2			1	2		9
Russian			1				1	1	1					4
Bengali														0
Urdu								1		1				2
Arabic	1						1							2
Haitian							1			1	1	1	1	5
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish							1							1
Albanian														0
Other							1							1
TOTAL	2	1	4	0	1	5	10	8	5	7	5	11	14	73

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.
 - 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?

All ELLs in the alternate placement program and those designated as ESL receive the required weekly minutes of ESL from a certified ESL teacher in either a push-in or pull-out model as per CR Part 154. Beginning level high school students receive 540 minutes a week and intermediate high school level students receive 360 minutes a week. Elementary and middle school students receive 360 minutes for students at the beginning and intermediate levels of proficiency. Students at the advanced level of proficiency receive the required 1 unit of ELA and ESL. Instruction follows the New York State ESL Standards, Common Core Standards and Alternate Grade Level Indicators (AGLIs). ELL students are designated 12:1:1, 12:1:4, or 6:1:1 according to the IEP recommendations. Students with similar language needs and same IEP designation are placed in the same class. The proficiency levels are mixed within the classes. Students are pulled out of their class for the ESL session or the ESL teacher pushes in and delivers instruction in collaboration with the classroom teacher. The pull out ESL groups are grouped according to academic and proficiency level. The groups are ungraded however the students must be within three grade levels of one another. The languages of the groups are mixed. When a group of ESL students are clustered within one class the ESL teacher pushes in. These groups are more heterogeneous with a mix of proficiency levels and languages.

A. Programming and Scheduling Information

In the ESL program content area instruction is adapted to make content comprehensible to non-verbal alternate assessment special needs students in our 6:1:1 and 12:1:4 groups by utilizing augmentative communication devices and various types of multisensory materials including: Mayor Johnson picture symbols, the bookworm device and adapted books. ESL teachers use a combination of strategies to deliver instruction to these non-verbal students. TPR (Total Physical Response) is especially effective for this group of students; (students are asked to pass the ball to another student, pick up the pencil, walk to the door, etc). Music, chants, and dance are all especially engaging for these students. All content areas are covered in the ESL program and using dance to demonstrate the different types of weather or singing a song like the number rock or learning shapes serve as excellent tools to teach math, science as well as reading skills.

Strategies used to deliver instruction to higher functioning 12:1:1 students include Cognitive Academic Language Learning Approach (CALLA), the Language Experience Approach (LEA) and scaffolding (i.e. graphic organizers, word banks, and story maps). For example a social studies lesson would be introduced by activating students' prior knowledge on the topic by completion of a "KWL" chart, then students preview the text and notice photos as well as captions, then students scan the text to identify the main ideas such as people and dates in history. Next, students would identify the new words in the text and use context clues to try to infer the meaning. Then students take notes on a semantic map or T list to recall material read. All these scaffolds serve to assist ESL students in comprehending content area text. Phonics, cooperative learning, and balanced literacy are also incorporated into ESL instruction for these 12:1:1 students.

Instruction is differentiated to accommodate the different learning styles (visual, kinesthetic, and auditory), age and proficiency levels in all groups. A leveled library that contains many multicultural and Spanish books with many visuals enhance the ESL program. Hands on manipulatives and realia are used in content area lessons to increase student engagement and augment ESL lessons for all students. Tactile and sensory objects as well as games, reading rods, theme boxes, science kits, computers and smartboard are also used. Photos, posters and magazines provide visual stimulation and aid comprehension.

All instruction is delivered in English with native language support provided by an alternate placement paraprofessional. The ESL teachers provide added support and scaffolding to the content area instruction and thematic units that are occurring in the classroom. The ESL standards of speaking, listening, reading and writing in English and CCLS(Common Core Learning Standards)are all addressed through content area instruction. Native language support is provided in the ESL program by peer tutors. Students within the ESL group work cooperatively. A more proficient student may be teamed with one who is less proficient to provide added English and native language support. All content area classes are taught in English.

Cooperative learning, thematic instruction, multisensory and multimedia materials also enhance the ESL program. The Arts are incorporated throughout the content areas. ELLs are involved in all school projects like our annual multimedia fair and talent show. Theme related activities combine content area instruction with literacy, technology, and oral-visual self-expression. This supports and addresses English language acquisition through speaking, listening, reading, and writing.

Students receive speech, occupational therapy and physical therapy in their native language when possible. The Spanish LAB R is administered to all newly enrolled Spanish speaking students who do not pass the English LAB R to determine Spanish proficiency.

We provide the following interventions for SIFE students along with mandated ESL services: peer tutoring, AIS services either before or after school, a strong parent school connection and a culturally rich school environment. Reading recovery, Open Court, and the Wright Skills Phonics and Reading Program are used to increase decoding and comprehension skills.

Services that are available to newcomers include tutoring buddies and the development of initial literacy in native language that utilizes consistent ESL interventions and strategies. To make newcomers feel supported and comfortable, lessons related to their native culture are taught. Topics include the following: literature, food, music and customs of the various countries represented in the school.

Students who need to take the ELA after one year in the program will receive additional support in English and in test taking skill strategies either during the day or after school. Reading Recovery techniques will be used and adapted to allow for increased opportunities in the acquisition of English. Material presented will be at the grade level that the student will be tested in.

A. Programming and Scheduling Information

ELLs who are receiving 4-6 years of service continue to get the mandated amount of minutes of ESL with an alternate placement paraprofessional. Students are taught thematically and lessons complement the classroom content instruction. Math, science, social studies and literature are all used to access the ESL State Standards of speaking, listening, reading and writing in English. These subjects are taught through thematic units and content is contextualized to make it easily accessible to the ELL student by creating units that relate to their life experiences. Lessons are differentiated and students are placed with peers close to their age or grade level. Vocabulary,

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)	Dual Language	Freestanding ESL
are also used to provide enrichment for the kinesthetic and auditory ELL learners.	100%	100%	100%
75%	75%	75%	75%
Long term ELLs continue in the program until they pass the NYSESLAT. These students will continue to receive additional	50%	50%	50%
ESL support for a year to allow for a smooth transition.	25%	25%	25%
phonics, comprehension and literacy skills instruction. Content area instruction is taught using sheltered instruction and scaffolding techniques with visuals and realia incorporated into all lessons. Adaptive communication devices, communication books, bookworm, adapted books, and picture symbols are accessible	100%	100%	100%
computer software, which increases student engagement.	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
assist teachers in appropriate grouping for differentiated instructional lessons. Extremely important for our ELL student is to provide supportive, multicultural experiences that promote a positive and nurturing learning environment.	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
Instructional strategies for ELLs with special needs.	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

make it accessible to students who function below their age appropriate grade level. All lessons are leveled and differentiated to accommodate the different disabilities, learning styles and cognitive abilities. Strategies incorporated into these programs include movement, chanting, and TPR. Color and pictures reinforce sound letter and phonemic awareness. TEACCH (Treatment and Education of

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?

In ELA, we utilize the following interventions: The Unique Curriculum, Open Court Phonics Program, Wright Skills Reading and Phonics program, reading recovery, SMILE curriculum and Boardmaker computer software. All of these programs are especially suited for our special needs ELLs because they provide a structured, visual and kinesthetic approach to learning literacy skills. The different learning styles of the special needs students are addressed through these programs which research has demonstrated to be key in successfully engaging these students. In the area of mathematics, we utilize the following interventions: Equals Math Program, math related literature, math games and real life experiences. Money skills, graphing, and basic adding and subtracting are all taught through a real life approach. Students walk to the local market to shop and students work in the school store and must take money from customers and return change. Computer programs addressing various math skills are also used. Math skills are incorporated in all subject areas and math literature is used to reinforce these skills. Social Studies and Science lessons are also presented using the same hands-on approach. The Unique

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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Students who score proficient on the NYSESLAT and enter an ELA class will receive additional support in English from the ESL teacher and other support services for up to two years. Continued content area instructional support will be provided through the AIS after school program. This will allow for a seamless and positive transition into the ELA class environment.

The Unique curriculum is being incorporated this year. It is especially designed for students with special needs. It consists of thematic units which cover all subject areas. Each lesson of the unit is differentiated and leveled to make it accessible to students at various levels of cognitive ability. Each lesson is supported by visuals and picture symbols. The lessons follow the Common Core Learning Standards. CASTSA (Communication and Socialization through the Arts) was used by teachers in some of our elementary autistic 6:1:1 classes during the 2010-2011 school year. The program is "designed to address communication and socialization challenges of students with autism through arts based approaches. This helps students achieve his or her IEP goals." Teachers have noticed an improvement in students' social skills and participation in classroom activities as a result of applying the strategies learned in these hands on workshops. Equals Math program has also been added. Lessons are leveled for special needs students and emphasis is placed on hands on learning by using manipulatives.

The Brigance diagnostic assessment has been discontinued and the SANDI (Student Annual Needs Determination Inventory) has replaced it. The SANDI is more suitable for the needs of our students and is aligned with the Common Core Learning Standards. Teachers have commented that the SANDI is easier to use and provides a more accurate profile of student's abilities and skills. The Achieve 2000 has been discontinued due to funding. The Caught Reading program was discontinued because the passages were not context embedded. The students did not relate to the material. Topics and stories did not reflect the different cultures and backgrounds of our ELL population. Due to the various locations of sites, student disability categories, and having students in more than three contiguous grade levels, we were unable to form a bilingual class. Data is reviewed periodically to determine the need to form a bilingual class.

All ELLs participate in all school wide activities and programs including the multimedia fair, school assemblies, trips, and talent show. Last year students were offered the opportunity to play on the school basketball team "The Phoenix". Some of our ELL students are

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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

Math:				
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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 will be presented to all staff members, including assistant principals, special education teachers, paraprofessionals, guidance counselors, psychologists, occupational therapists, physical therapists and speech therapists on the contents and implications of the LAP plan. The ESL teachers attend workshops given by the Office of English Language Learners at District 75 on compliance issues and best instructional practices for ELLs. In an effort to disseminate this information, the ESL teachers provide turn-key training to staff on designated professional development days (November 8 and June 8). Workshop topics will include scaffolding content area material in order to make content comprehensible to ELL students by incorporating the ESL standards, cultural sensitivity and compliance issues including SESIS. The ESL teachers will demonstrate effective strategies and ways to incorporate the ESL standards of speaking, listening, reading and writing in their content area lessons including social studies, science and math.

To ensure that new teaching staff receive the Jose P training; accommodations will be made for them to attend the professional development on this topic. At the beginning of the year new teachers are notified about the training and are encouraged to sign up for the training which is held at the district office. If classes are closed for the current session than an attempt is made to find classes through another organization which provide the proper certification. Records and copies are kept in the teachers' files.

The ESL teachers collaborate with classroom teachers to provide instructional strategies that address specific student needs and learning styles. They will meet with the classroom teachers in devising a plan for assessment and together will evaluate the progress of ELLs during scheduled common planning times.

All staff of ELL students who transition from elementary to middle school or high school or to a transition center upon graduation within our P53K sites are adequately supported by school leadership, guidance counselors, and parent coordinator as those students continue to be served at their new P53K site. The guidance counselors from the various sites discuss the individual behavior and counseling needs of the ELL students they serve and present plans to that counselor who will provide services to that student as he or she transitions to their new site. Staff take transitioning students to visit their new site and allow them to visit with the teachers and students. They are given a tour of their new school. Staff from both sites meet prior to these trips to discuss the goals of these visits. The ESL teacher serves as a supportive and nurturing presence in the ELL students' learning all throughout her or his years at P53K. Many students remain at P53K from K to 12th grade. Parents of our special needs ELLs who graduate from our program are provided with information on the resources and services that are available to their child upon graduation. Students are sometimes placed in residential facilities or work programs. Our transition coordinator Angel Lopez trains staff on these issues and holds an annual transition fair with representatives from agencies that service special needs students upon graduation. Staff that work with ELLs are invited to attend. They receive pertinent information regarding services and programs offered to disabled students upon graduation. Staff is able to share this with members of their students' families. Staff is trained in recognizing factors that can affect students adversely as they transition to their new site. These factors include low attendance, poor behavior and failing grades. These issues are addressed and discussed among parents and staff in order to prepare students for a successful transition.

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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?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Activities for parents include regularly scheduled PA meetings with PA president (we currently have no parent coordinator and are in the process of hiring one) and community organization representatives. Some organizations represented are Heartshare, Human First, Eihab, Heaven's Hands, and Goodwill Industries. Examples of issues discussed are lead paint awareness, MSC services and Medicaid. Also important issues regarding their child's education including state and CCLS and assessments, ESL program, and curriculum overview are discussed. These PA meetings are scheduled once a month. Most of the agencies provide translation services for the parents and or guardians if one is needed. Some agencies like the Puerto Rican Family Services Agency and Chinese American Planning Council specialize in aiding those parents who speak a specific language. Parents feel more comfortable in such an environment because they know the staff will be supportive of their culture and language.

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Angel Lopez, our transition teacher or Sulma Alvarado our guidance counselor or Mr. Mohammad the physical therapist or one of the many other staff members who speak a second language provide oral translation at these and other meetings such as IEP meetings and parent teacher conferences. We are lucky in that we have a wide range of staff members who speak many different languages. If required, a Department of Education Translation Unit will be contacted when the school is unable to provide parents with written translation in a particular language. The Parent Coordinator and Family Worker regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

Our transition teacher, Mr. Lopez, mentioned above hosts a transition resource fair each year. Parents have the opportunity to meet with representatives from agencies who offer vocational programs and residential facilities for students with disabilities. Also representatives from agencies that offer weekend, after school programs and behavioral counseling are in attendance at the fair. The names of some of these agencies are Heritage Human Services, ProCare, Community Options, Inc., and Brooklyn DDSO Family Support. Homework help is offered through the Dial a Teacher organization who sends a representative to parent meetings. ESL and computer literacy classes are offered through our Title III after school program. We are scheduling a workshop through the LEAP Arts organization with Title III funds. The workshop is listed on the timeline below. In the past the parent coordinator sent home a monthly newsletter which contained important information about events at the school and other relevant topics.

Events scheduled for this year:

Transition Fair.....Wednesday, October 26
 Adult Literacy for ELL/Bilingual Adults provided by the LEAP Art organization.....March 15

*The parent coordinator is key in coordinating events for the parents and assisting the ELL parents in matters regarding school and community but at the present time we do not have one. More events will be forthcoming when a new parent coordinator is hired.

Parent needs are evaluated by reviewing the IEP to determine if the student is represented by an agency. If not, the parent is contacted and given a list of appropriate agencies. The parent can attend the resource fair where agency representatives are available to discuss options for their child. This takes place every year in the school cafeteria. The parent coordinator and family worker regularly contact parents to follow up and assist with their needs as it pertains to school, home and community. The family worker visits the homes of students whose academic performance is at risk due to poor attendance. At this time the parents have another opportunity to discuss any issues that they may have. Also the transition teacher regularly meets with parents to determine the best options for their child upon graduation from the school.

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

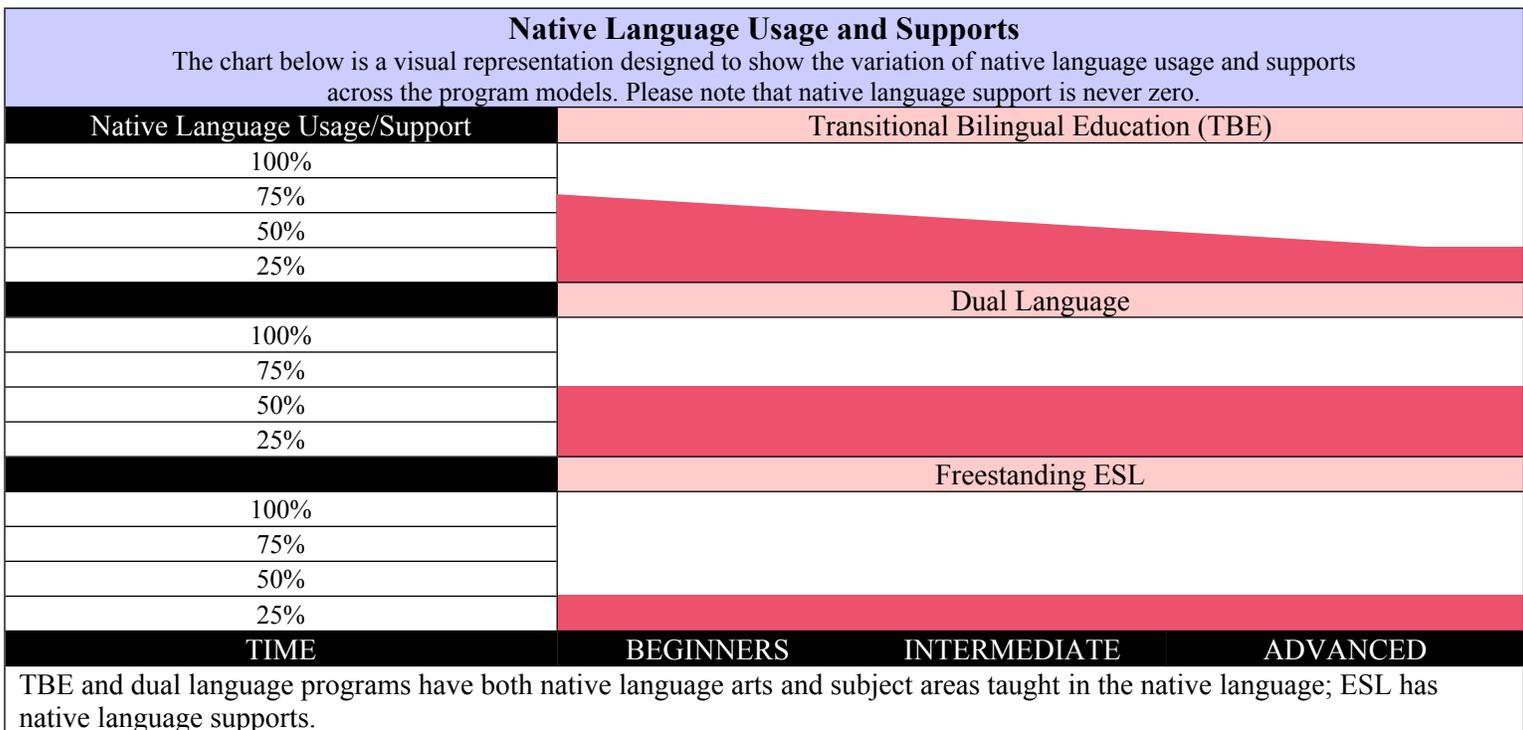
Beginning

Intermediate

Advanced

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

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17. What language electives are offered to ELLs?

In ELA, we utilize the following interventions: The Unique Curriculum, Open Court Phonics Program, Wright Skills Reading and Phonics program, reading recovery, SMILE curriculum and Boardmaker computer software. All of these programs are especially suited for our special needs ELLs because they provide a structured, visual and kinesthetic approach to learning literacy skills. The different learning styles of the special needs students are addressed through these programs which research has demonstrated to be key in successfully engaging these students. In the area of mathematics, we utilize the following interventions: Equals Math Program, math related literature, math games and real life experiences. Money skills, graphing, and basic adding and subtracting are all taught through a real life approach. Students walk to the local market to shop and students work in the school store and must take money from customers and return change. Computer programs addressing various math skills are also used. Math skills are incorporated in all subject areas and math literature is used to reinforce these skills. Social Studies and Science lessons are also presented using the same hands-on approach. The Unique Curriculum addresses Social Studies and Science skills as well as ELA. Each unit is thematically based and includes lessons in all content areas. Visuals and realia are always available to address the various learning styles of students. Science standards are accessed through science experiments or visits to various places like parks or the farm to observe nature in person. Trips to the Transit museums and Native American museums are examples of some trips students participated in last year, which covered many social studies standards. Instruction is delivered in English with native language support offered by alternate placement paraprofessionals.

Students who score proficient on the NYSESLAT and enter an ELA class will receive additional support in English from the ESL teacher and other support services for up to two years. Continued content area instructional support will be provided through the AIS after school program. This will allow for a seamless and positive transition into the ELA class environment.

The Unique curriculum is being incorporated this year. It is especially designed for students with special needs. It consists of thematic units which cover all subject areas. Each lesson of the unit is differentiated and leveled to make it accessible to students at various levels of cognitive ability. Each lesson is supported by visuals and picture symbols. The lessons follow the Common Core Learning Standards. CASTSA (Communication and Socialization through the Arts) was used by teachers in some of our elementary autistic 6:1:1 classes during the 2010-2011 school year. The program is "designed to address communication and socialization challenges of students with autism through arts based approaches. This helps students achieve his or her IEP goals." Teachers have noticed an improvement in students' social skills and participation in classroom activities as a result of applying the strategies learned in these hands on workshops. Equals Math program has also been added. Lessons are leveled for special needs students and emphasis is placed on hands on learning by using manipulatives.

The Brigance diagnostic assessment has been discontinued and the SANDI (Student Annual Needs Determination Inventory) has replaced it. The SANDI is more suitable for the needs of our students and is aligned with the Common Core Learning Standards. Teachers have commented that the SANDI is easier to use and provides a more accurate profile of student's abilities and skills. The Achieve 2000 has been discontinued due to funding. The Caught Reading program was discontinued because the passages were not context embedded. The students did not relate to the material. Topics and stories did not reflect the different cultures and backgrounds of our ELL population. Due to the various locations of sites, student disability categories, and having students in more than three contiguous grade levels, we were unable to form a bilingual class. Data is reviewed periodically to determine the need to form a bilingual class.

All ELLs participate in all school wide activities and programs including the multimedia fair, school assemblies, trips, and talent show. Last year students were offered the opportunity to play on the school basketball team "The Phoenix". Some of our ELL students are

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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.

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

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 will be presented to all staff members, including assistant principals, special education teachers, paraprofessionals, guidance counselors, psychologists, occupational therapists, physical therapists and speech therapists on the contents and implications of the LAP plan. The ESL teachers attend workshops given by the Office of English Language Learners at District 75 on compliance issues and best instructional practices for ELLs. In an effort to disseminate this information, the ESL teachers provide turn-key training to staff on designated professional development days (November 8 and June 8). Workshop topics will include scaffolding content area material in order to make content comprehensible to ELL students by incorporating the ESL standards, cultural sensitivity and compliance issues including SESIS. The ESL teachers will demonstrate effective strategies and ways to incorporate the ESL standards of speaking, listening, reading and writing in their content area lessons including social studies, science and math.

To ensure that new teaching staff receive the Jose P training; accommodations will be made for them to attend the professional development on this topic. At the beginning of the year new teachers are notified about the training and are encouraged to sign up for the training which is held at the district office. If classes are closed for the current session than an attempt is made to find classes through another organization which provide the proper certification. Records and copies are kept in the teachers' files.

The ESL teachers collaborate with classroom teachers to provide instructional strategies that address specific student needs and learning styles. They will meet with the classroom teachers in devising a plan for assessment and together will evaluate the progress of ELLs during scheduled common planning times.

All staff of ELL students who transition from elementary to middle school or high school or to a transition center upon graduation within our P53K sites are adequately supported by school leadership, guidance counselors, and parent coordinator as those students continue to be served at their new P53K site. The guidance counselors from the various sites discuss the individual behavior and counseling needs of the ELL students they serve and present plans to that counselor who will provide services to that student as he or she transitions to their new site. Staff take transitioning students to visit their new site and allow them to visit with the teachers and students. They are given a tour of their new school. Staff from both sites meet prior to these trips to discuss the goals of these visits. The ESL teacher serves as a supportive and nurturing presence in the ELL students' learning all throughout her or his years at P53K. Many students remain at P53K from K to 12th grade. Parents of our special needs ELLs who graduate from our program are provided with information on the resources and services that are available to their child upon graduation. Students are sometimes placed in residential facilities or work

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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?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Activities for parents include regularly scheduled PA meetings with PA president (we currently have no parent coordinator and are in the process of hiring one) and community organization representatives. Some organizations represented are Heartshare, Human First, Eihab, Heaven's Hands, and Goodwill Industries. Examples of issues discussed are lead paint awareness, MSC services and Medicaid. Also important issues regarding their child's education including state and CCLS and assessments, ESL program, and curriculum overview are discussed. These PA meetings are scheduled once a month. Most of the agencies provide translation services for the parents and or guardians if one is needed. Some agencies like the Puerto Rican Family Services Agency and Chinese American Planning Council specialize in aiding those parents who speak a specific language. Parents feel more comfortable in such an environment because they know the staff will be supportive of their culture and language.

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Angel Lopez, our transition teacher or Sulma Alvarado our guidance counselor or Mr. Mohammad the physical therapist or one of the many other staff members who speak a second language provide oral translation at these and other meetings such as IEP meetings and parent teacher conferences. We are lucky in that we have a wide range of staff members who speak many different languages. If required, a Department of Education Translation Unit will be contacted when the school is unable to provide parents with written translation in a particular language. The Parent Coordinator and Family Worker regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

Our transition teacher, Mr. Lopez, mentioned above hosts a transition resource fair each year. Parents have the opportunity to meet with representatives from agencies who offer vocational programs and residential facilities for students with disabilities. Also representatives from agencies that offer weekend, after school programs and behavioral counseling are in attendance at the fair. The names of some of these agencies are Heritage Human Services, ProCare, Community Options, Inc., and Brooklyn DDSO Family Support. Homework help is offered through the Dial a Teacher organization who sends a representative to parent meetings. ESL and computer literacy classes are offered through our Title III after school program. We are scheduling a workshop through the LEAP Arts organization with Title III funds. The workshop is listed on the timeline below. In the past the parent coordinator sent home a monthly newsletter which contained important information about events at the school and other relevant topics.

Events scheduled for this year:

Transition Fair.....Wednesday, October 26
Adult Literacy for ELL/Bilingual Adults provided by the LEAP Art organization.....March 15

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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)	2	1	5			5	8	8	5	7	4	10	13	68
Intermediate(I)							2	1				1		4
Advanced (A)					1									1
Total	2	1	5	0	1	5	10	9	5	7	4	11	13	73

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				10	10

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							9	1	10

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

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	7	2	7	2
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science	4	1	4	1

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.

Early literacy skills are assessed using different tools depending on the disability and cognitive level of our special needs students. ECLAS is administered to our standardized assessment students. Scantron is used for those students who have been assessed to read at a second grade reading level or higher. This year the Unique Curriculum has been adopted so students are now being assessed using the Benchmark assessments from this program. WRAP (Writing and Reading Assessment Profile) is used by the ESL teacher. It includes running records, retelling and comprehension prompts and word checklists to determine reading level. All enrollees who are new to the New York City Board of Ed, which includes many Kindergaten students, are administered the LAB-R depending on the results on the home language survey. This is used for program and class placement purposes. The SANDI (Student Annual Needs Determination Inventory) is the assessment tool used for our alternate assessment students. Instruction is differentiated among our special needs student population depending on disability and the results of these assessments, which are then aligned to the IEP goals. Data from the Scantron is measured to determine which specific literacy skills need to be improved upon throughout the grades and teachers then adjust their lessons and instruction accordingly for those students functioning at a second grade level or higher.

Overall NYSESLAT Proficiency Results:

There were five (5) students who scored at the advanced or intermediate overall level on the 2011 NYSESLAT. All of these students improved from the previous year. One (1) of the students progressed from an intermediate to advanced overall score. Two (2) student progressed from the beginning to intermediate levels. All three students showed global improvement from the previous year. Of the sixty eight (sixty eight) students who scored beginning, thirty two (32) received no scores because they were not able to complete their test due to their disability.

NYSESLAT Modality Analysis:

There were nine (9) students who scored advanced in the Listening/Speaking portion of the test and one (1) who scored advanced on the Reading/Writing portion. The rest of the students scored at the beginning level in all modalities. Our special education students have cognitive delays and perform several grade levels below their general education peers. The scores on the NYSESLAT do not adequately reflect the progress many of them have made because it measures progress according to the grade level of general education students. Therefore, when one of our students performs at the intermediate or advanced level it indicates a significant achievement in their English language skills.

The LAB-R was administered to three (3) students last year. All were designated at the beginning level of proficiency. Their disability prohibited them from responding to most of the questions. Therefore it is difficult to ascertain actual proficiency levels of our special needs students through standardized assessments. Most of our students are categorized as alternate assessment for this reason. Interviews conducted with the student and other informal assessments like the SANDI and student work portfolios, provide a more accurate measure of native and English language proficiency.

Additional Information

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75K053 School Name: 53

Cluster: _____ Network: 5

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

Part A: Needs Assessment Findings

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

The majority of students have a completed home language survey in his or her personal folders. Most of the students admitted to a District 75 school have already been in the Department of Education so the home language survey was completed when they first entered the school system and are sent over from the previous school. The home language survey is analyzed to assess the language needs of the student and parent. If no home language identification survey is available, the IEPs, CAP, and various ATS reports are investigated to determine the language needs. This data is documented and parents are contacted to determine if they prefer oral interpretation and/or written translation in their native language. Prior to parent meetings, IEP conferences, transition meetings and parent-teacher conferences, the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. For parents who request written translation, all letters and notifications are sent home in the language they understand. The Parent Coordinator and Family Worker regularly contact parents to follow up and assist with translation needs as it pertains to school, home and community. When no staff member is available to translate the Department of Education Translation Unit will be contacted in a timely manner to ensure that someone will be present at the meeting or conference to translate in the parents' native language.

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.

Translation services need to be provided to parents in the following languages: The number indicates the number of parents who speak that language: Spanish (48), Cantonese (7), Mandarin (2), Haitian Creole (6), Fulani (1), Bengali (1), Urdu (1), Russian (3). This data is shared with the school staff throughout the year by the ESL teachers so that they are aware of the various cultures represented in the school. In this way an atmosphere of cultural tolerance is promoted. P53K is fortunate in its ability to accommodate parent needs; alternate placement paraprofessionals are proficient in both oral interpretation and written translation in Arabic, Russian, Spanish, Haitian Creole, Mandarin and

Cantonese and are able to provide parents with letters, memos and documents in their native language. This has definitely expanded our capacity to communicate with parents and has established a positive relationship between family and the school community. This is evidenced by an increase of parents attending Parent meetings, IEP conferences, book fairs, multimedia presentations and various other school performances.

Part B: Strategies and Activities

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

Written translation services will be provided by in-house school staff when available. If required, a Department of Education Translation Unit will be contacted when the school is unable to provide parents with written translation in a particular language. Many of our teachers and alternate placement paraprofessionals are proficient in written translation and continue to provide parents with school letters in their native languages. These letters/documents may pertain to essential information in the following areas: community resources and issues, health matters, agencies to assist with disabilities/available supports, dates of PTA meetings, School Leadership Team Meetings (SLT), IEP conferences, open school day/ evenings and school events. The Parent Coordinator works closely with the translators to ensure that parents receive written translated notifications/documents in a timely manner. The interpreter will also follow-up with a telephone call to confirm receipt of the notifications and to inquire if further information is needed. To further assist and support families, notifications that "Translation and Interpretation Services are Available" are posted in different languages at main entrances to inform parents of these services. For parents who request written translation the IEP will be translated and sent home in the language they understand.

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

Oral interpretation services will be provided by in-house school personnel when available. Through the home language surveys and parent interviews the needs of language assistance services will be evaluated by the ESL teachers and Unit Coordinator. This data is documented; parents are contacted by either a Bilingual teacher or alternate placement paraprofessionals to inform them that oral interpretation services in their native language will be available at the school to assist and support them. Prior to the IEP conferences, parent meetings, Transition Meetings and Parent-Teacher conferences the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. Prior to the IEP conference, the letter establishing the date of the meeting will be translated into the

appropriate language and sent home, if the parent does not respond in a timely manner, the alternate placement paraprofessional will telephone home to follow-up. Once the date and time have been established, an interpreter will provide the parent with oral interpretation for the IEP conference. The translation phone service provided by the Translation and Interpretation Unit is also very helpful especially when oral translation is needed right away. This allows for a translator to be contacted via phone during meetings. The Parent Coordinator and Family Worker regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

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>.

During the beginning of the school year, parents who require language assistance will be invited to attend a meeting to inform them of the Chancellor's Regulations A-663 regarding parental notification requirements for written translation and oral interpretation services. Parents whose primary language is a covered language will receive written documentation regarding their rights to these services and instructions on how to obtain them. To further assist and support families, notification that "Translation and Interpretation Services are Available" are posted in different languages at the main entrance to inform parents of these services including the parent bill of rights. The Parent Coordinator and Family Worker will regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

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: P53K	DBN: 75K53
Cluster Leader: Gary Hecht	Network Leader: Ketler Louissant
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 type="radio"/> After school <input checked="" 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 checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" 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 type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input 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:

P53K has established an instructional program that addresses the academic, language, and physical needs of English Language Learners (ELLs) with disabilities in grades K – 12. There are 367 students, of which seventy three (73) are English Language Learners. The ELLs make up about 20% of the total student population.

The supplemental instructional support will be provided for twelve (12) ELL alternate assessment students in 12:1:1 classes in grades 10-12; one (1) student is in 10th, five (5) students are in eleventh grade and six (6) students are in twelfth grade. All students scored at the beginning level on the 2011 NYSESLAT. Five (5) are newcomers having between one (1) to three (3) years of ESL, one (1) has had six (6) years in ESL and six (6) are long-term ELLs, completing six (6) years or more years of ESL. Data collected and analyzed indicated that due to similar student needs and abilities, additional support should improve their academic achievement and English language acquisition. All twelve targeted students are verbal, alternate assessment students who have been designated to take the NYSESLAT. All students are emergent readers who have shown progress in reading and writing in English. Instruction will be provided in English by two (2) certified teachers: one (1) ESL teacher and one (1) music teacher, with additional Spanish language support from two (2) paraprofessionals. Two(2) of the students require an alternate placement parprofessional which justifies the need for two (2) paraprofessionals. The Title III after school program will occur on Mondays and Wednesdays from 3:00-5:00 for ten (10) weeks. There will twenty (20) instructional sessions and six (6) one hour professional development sessions. The tentative starting date is December 5 and tentative ending date is March 26. The tentative dates for the professional development sessions are as follows: December 5, December 6, December 7, December 8, December 9, and December 21. The dates for the instructional program are as follows: January 9, January 11, January 18, January 23, January 25, January 30, February 1, February 6, February 8, February 13, February 15, February 27, February 29, March 5, March 7, March 12, March 14, March 19, March 21st and March 26.

The beginning twenty minutes of each session will be devoted to NYSESLAT test prep. NYSESLAT samplers will be distributed, completed and reviewed along with test taking strategies. The rest of the session will be dedicated to completing assigned projects. The theme of this year's after school program will be "African American Music of Today and Yesterday". Each student will be assigned a project to create a "Motown music video" which will involve researching and reporting on a musician or group from the days of Motown. Students will use technology and books to research musicians from that period. Students will present a report on the artist or group and perform a short music video either alone or with a group on the artist. Next the students will research the history of African American music in America by viewing videos and reading literature about the roots of gospel music and spirituals in the south during the time of slavery. Students will sing and perform a choral arrangement of Amazing Grace and other spirituals. They will also view a performance by visiting gospel singers. Students will learn the significance music had in the lives of the African American people. In addition a workshop titled Hip Hop/Urban Dance will be presented by artists from the LEAP art organization. The website "Leapart.com" states "Students learn the cultural and social importance of urban dance forms from across the United States. A LEAP dancer teaches students a range of styles such as locking, popping, hip-hop, breaking, and house. After considering these movements in their historic and geographic contexts, students create their own hip-hop and street dances, and perform them for other students in the school." This directly applies to our theme on African American Music of Today and Yesterday. Music and dance provide an excellent way to engage the kinesthetic and auditory special needs students. Parents as well as other school staff will be invited to view the students' final projects and performance. Students will be taught how to use a rubric to analyze and evaluate other students' final projects as well as their own. Teachers will assess the projects by using the same rubric. Other assessments used will be teacher observation and completed NYSESLAT test prep material.

ESL Standard 1 will be addressed because the students will listen, speak, read and write in English for information and understanding by researching their topic. ESL Standard 2 will be addressed because students will listen, speak, read and write in English for literary response and enjoyment and expression when they read about slavery and the roots of gospel music. ESL Standard 3 will be addressed because students will listen, speak, read and write in English for critical analysis and evaluation when they research their musicians and compare music of the past to that of the present. Technology Standard 5 - (Students will apply technological knowledge and skills to design, use, and evaluate products and systems to satisfy human and environmental needs.) is addressed throughout the program as students use the smart board, computers and video cameras, to research, view and create their projects. Art

Part B: Direct Instruction Supplemental Program Information

Standard 1 – (Students will actively engage in the processes that constitute creation and performance in the arts: dance, music, theatre, and visual arts and participate in various roles in the arts) is addressed because students will perform their dance in front of others. History Standard 2- (Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in history and examine broad sweeps of history from a variety of perspectives is also addressed as students study the history of African American music in America.

Teachers and paraprofessionals will work with an assigned group of 2 to 3 students and will serve mainly as facilitators and technology support. However, during whole group instruction, the ESL teacher and music teacher will co- teach. The music teacher will provide the necessary musical direction and the ESL teacher will deliver the listening, speaking, reading and writing component during the sessions. English will be the dominant language spoken with Spanish support being provided by the Spanish bilingual paraprofessionals.

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:

Professional Development will occur during the first week and following Monday of the program for one hour a day for six (6) days from 3:00 -4:00 p.m. The tentative days are December 5, December 6, December 7, December 8, December 9, and December 12. The time will be devoted to planning for the upcoming sessions. Kathy Goetemann, the ESL teacher will provide training on the ESL standards and other social studies and common core standards that will be addressed during the program. She will train staff on the contents of the NYSESLAT test and distribute the review materials that students will be using during the first twenty minutes of each session. She will review the lesson plans, schedule and duties and responsibilities of all staff. Ed McKenna, the music teacher will train staff on using the keyboard and review the music standards that will be addressed during the sessions. He will prepare materials and research the topic of the program, African American music of the past and present. He will share his findings with the staff and discuss lesson plans relating to the topic. Teachers and paraprofessionals will gather materials and prepare lessons collaboratively during these periods. The assistant principal will assist by contacting parents of students to remind them of the sessions and she will make sure the lessons and materials are age appropriate and suitable for our special needs students. She will assist staff in differentiating material to making sure it suits the needs of each of the

Part C: Professional Development

twelve (12) students.

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:

The outside vendor LEAP Art will present two workshops the first titled "Adult Literacy for ELL/Bilingual Adults". According to the website "Leapart.com: "The workshop uses drama, movement and games to make ELLs feel more comfortable and confident when they read, write and speak English. Hands on activities help adults develop strong vocabulary and grammar". The workshop will occur during during the school day for two and a half hours on March 14. The second workshop which parents can attend with their child is titled "Hip Hop Urban Dance." According to the website "Leapart.com: "Students learn the cultural and social importance of urban dance forms from across the United States. A LEAP dancer teaches students a range of styles such as locking, popping, hip-hop, breaking, and house. After considering these movements in their historic and geographic contexts, students create their own hip-hop and street dances, and perform them for other students in the school." Parents can participate and encourage their child as they engage in this fun and educational experience. This workshop will occur on April 25th for two hours during our regularly scheduled after school session.

Using the DOE Title III letter, information on the availability of Title III supplemental student instruction and parent workshops will be disseminated. The letter will be translated in Spanish for Spanish speaking parents. A bilingual staff member will provide oral translation during the workshops.

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">• Per session	\$9,188.14	Instructional Program/Parental Involvement 2 teachers x 2 days a week x 2 hours per day x \$49.89 per hour including

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.
<ul style="list-style-type: none"> Per diem 		fringe x 10 weeks = \$4,005 1 supervisor x 2 days a week x 1 and a half hours a day x \$52.21 per hour including fringe x 10 weeks = \$1,507 2 paraprofessionals x 2 days a week x 2 hours a day x \$28.98 per hour including fringe x 10 weeks = \$2,320 Professional Development: 2 teachers x 6 days x 1 hour per day x \$49.89 per hour including fringe = \$600 1 supervisor x 6 days x 1/2 hour per day x \$52.21 = \$157.14 2 paraprofessionals x 6 days x 1 hour a day x \$28.98 = \$348 1 secretary x 8 hours x \$30.75 including fringe = \$251
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$550.00 \$250.00	LEAP art parent workshop - Adult Literacy for ELL/bilingual adults LEAP student/parent workshop - Hip Hop Urban Dance
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	2@\$17.86 = \$35.72 4@31.87 = \$127.48 1@ \$127.66 = \$127.66 1@\$234 = \$234.00 1@ \$234 = \$234.00	X-ACTO by Boston 1799 Powerhouse - Electric Pencil Sharpener #312197640 8 1/2 by 11 White Rec. Copy Paper HP Toner black #311529712 HP Toner cyan #311529704 HP Toner mag #311529739

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.
Educational Software (Object Code 199)	1 @ \$399.00 = \$399.00	Boardmaker software
Travel	12@\$4.50 = \$54.00	metro cards
Other		
TOTAL	\$11,200	