



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P77K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K077

PRINCIPAL: MERRYL REDNER-COHEN EMAIL: MREDNERCOHEN@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
Merryl Redner-Cohen	*Principal or Designee	
Tracy Matos	*UFT Chapter Leader or Designee	
Nadine Marques Katherine Rychalski	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Shanice Lambright	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Linda Azarani	Member/Teacher	
Amy Salant	Member/Teacher	
Tammie Durosinmi	Member/Paraprofessional	
Elaine Ferguson	Member/Paraprofessional	
Kathy Rychalski	Member/Parent	
Regina Castro	Member/Parent	
Joan Moore	Member/Parent	
Denise Jordan	Member/Parent	
Dyana Bradley	Member/Parent	

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.

By June 2012, all teaching staff will maintain evaluative student portfolios which will contain concrete evidence of student work that is directly related to ensuring student mastery and/or approaching mastery of IEP goals as evidenced by student work, in class evaluation of student portfolios.

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.

We agree with Quality Review that we need to continue to support staff in meaningful data collection. Teachers spend time individually, not collaboratively, looking at student work. A review of prior years student portfolios portray a place where work was “collected.” It was not meaningful nor connected to the journey that students needed to take toward mastery of their IEP goals. We have created small learning communities wherein meeting time is programmatic and staff looks at student work using a set protocol. These communities have become safe supportive environments for teachers to share their students’ work, getting warm and cold feedback. Colleagues help each other to reflect on their practice based on what the artifact brought says about the student. Teachers work together and push each others thinking. When working collaboratively, their understanding of the individual child as a learner is increased. They establish standards for student performance, collectively reflecting on data to make the best possible decision for students and developing a shared understanding of a child’s needs. In looking at students’ work, we learn more about our teaching and assessment practices.

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.

Fall 2011, staff will receive minimally one professional development during their programmatic common planning time to develop an authentic working knowledge and skill base for maintaining purposely and data driven datafolios that inform teaching practices and showcase student progress towards their specific IEP objectives. Staff will be given and shown how to use key tools to ensure purposeful maintenance of student portfolios. These will include, but not limited to, checklists, rubrics, parental input, cohort meeting minutes and research based articles. Teachers with like grade/age students will meet monthly during their programmatic common planning time to review portfolio content and its relevance in establishing portfolio goals. A consistent protocol for looking at students work will be used. Portfolio analysis forms will be utilized to record summary comments, interpretation, recommendation and other pertinent information. On a monthly basis, representatives from each cohort will report reviews of portfolio data to cabinet members. Issues and concerns will be addressed. A monthly checklist will be sent to all staff to ensure proficient upkeep of portfolios. These checklists will reflect any changes made as a result of teacher input and maintenance of best practices. Parents and students will review selected portfolio content during parent teacher conferences, annual review meetings and will have the opportunity to provide feedback and discuss their child’s progress and next steps. Parental feedback will become part of their child’s portfolio. Translators will be present at these times.

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.

During annual review and parent teacher conferences, parent will be invited to view their child's progress via his/her portfolio. They will understand, using concrete samples, how their children learn best. This will be modeled for them. They will then be able to work with them at home, strengthening the home/school connection and creating additional opportunities, not only to practice what they've learned but to generalize it to other similar situations and places.

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.

The school has a positive reputation in educating students on the spectrum so attracting highly qualified teachers is not an issue. We support all of our teachers by establishing mentors and buddy teachers. We also have a school based coach who works closely with our teachers. Teachers work in small learning communities during their scheduled programmatic meeting times. Here they feel safe and supported by their colleagues. We also support staffs request to attend district workshops.

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.

Character education is embedded in our curriculum and modeled by all whether in the school building or out in the community and/or at job sites. We continue to be active participants in the Best Buddies Program. Students from a nearby private school meet with our students, learning about each other. Our students get to practice appropriate social skills.

New York Cares supports our sensory needs and continues to facilitate a Yoga program on a regular basis. Students learn techniques to defuse when they feel their work is too challenging. They go off to the side in their classroom, do the postures to soothing music, and then are able to focus and reengage in their work.

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.
 - OTPS for supplies
 - TL Instructional CW = School Based Coach
 - Per session funding for parent translators =
 - TL Translation services CW
 - Title III translation services
 - Common planning time is programmatic

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.

By June 2012, secondary level students will increase mastery of post-secondary transition goals, as evidenced by completion of tasks aligned to those 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.

All staff is held accountable for students' mastery of their Individual Education Plan (IEP). To this end, staff works diligently in assessing their students (both formally and informally) and writing viable S.M.A.R.T. (specific, measurable, attainable, realistic, timely) goals. In the past, the New York State Education Department has requested specific student IEP's of those 14-21 years of age. These IEP's were measured against Indicator 13. In looking at these IEP's with a District Coach of Transition, we realized that we need to further train staff on how to thread the mandates of Indicator 13 throughout the IEP.

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.

By mid-October, a school-based transition specialty team will be formed for the purpose of turn-keying and supporting teachers in the development of effective transition planning and IEP goal development. Teams will consist of 1 MS/HS self-contained teacher, 1 departmental/cluster teacher representative, School-Based Transition Coordinator, Unit Coordinator and/or School Based Coach (SBC), a paraprofessional and School Based Parent Coordinator. All School Based Transition team members will have the opportunity, on a rotating basis, to attend district-based transition training and meet with Transition Based District Representative (coach, Transition Team members will meet with their assigned cohorts and support them in the effective development of transition plans and IEP related goals. A minimum of one meeting every 6 weeks will be conducted. A schedule will be developed and disseminated no later than the 30th of October. All MS/HS teachers and 25% of MS/HS paraprofessionals will participate in a minimum of 4 school based professional development sessions related to transition planning and IEP development. Mandatory topics to be covered include: Understanding and using SESIS; Understanding and using Indicator 13 to ensure compliance and effective development of IEP goals; Review and practice writing team-collaborative based Present Levels of Performance (PLOP) and developing IEP goals from the PLOP; At least once a month during cohort meetings, staff will focus on student-specific transition plans and related IEP goals. Teachers will bring to those meetings IEP plans and Indicator 13 checklist. A school-based protocol ensuring discussion and development of next steps will be created and distributed by the end of October. A schedule of specific meetings and checklist of what to bring will be distributed to all MS/HS staff no later than the end of October. Once a month, cabinet will meet with 1-2 members, spokespeople, for the school based transition committee to focus on the status of transition plans, compliance issues, effect of established transition school based action plans and planning of next steps based on a needs assessment summary review. Parents will be given the opportunity to discuss transition goals at IEP meetings; transition planning during the annual school-wide transition fair and with the transition coordinator. Each parent will receive a child-specific "transition planning letter" which will include what to expect during the transition planning process and a section where they will be able to communicate questions, issues and concerns. Notice will be sent, at a minimum, 4

weeks prior to the start of the actual mandated transition plan meeting. A transition-based 4-6 week unit curriculum will be developed. Unit lesson objectives will be, but not limited to, understanding transition planning, vocabulary related to transition planning and IEP goal development, interest inventory focus and assessments and other targets/objectives associated with transition such as residence, employment and planning for the future.

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.

Parents become an integral part of the transition process for their child. They are active participants in the writing of the transition goals on the IEP. Our transition liaison supports parents in figuring out the next step for their child by holding workshops and accompanying parents to open-houses at respective agencies. Transition liaison works in conjunction with the P.T.A. to hold meaningful workshops, inviting guest speakers. Workshop titles are solicited through parent needs surveys.

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.

The school has a positive reputation in educating students on the spectrum so attracting highly qualified teachers is not an issue. We support all of our teachers by establishing mentors and buddy teachers. We also have a school based coach who works closely with our teachers. Teachers work in small learning communities during their scheduled programmatic meeting times. Here they feel safe and supported by their colleagues. We also support staffs request to attend district workshops.

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.

Our school analyzes all transitional based IEP's in order to identify job work-sites and other related programs that will maximize student strengths and skills. We make it a point to develop job-training sites that reflect our student's interest and give them opportunities to develop their strengths. Once community and student needs are paired, our close monitoring of school curriculum and outside program initiatives during the school year enables us to make any refinements when necessary. Personnel at job sites are also given extensive support to familiarize them with our students' perceived "idiosyncrasies." Further, we continuously try mimic work and community environments; this aids in "real world" standards and ensures our student's success outside of the school environment.

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.
 - OTPS for supplies
 - Per session translation services
 - TL translation CW
 - Title III translation services
 - Transition liaison = TL instructional CW

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.

By June 2012, students will increase mastery of appropriate ELA and Math skills aligned to the CCLS as evidenced by low-inference teacher observation and parental feedback.

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.

Staff engages in conversations to determine what is/isn't working. An integral part of these conversations include adapting materials and differentiating instruction to meet the needs of the individual student. For teachers to better understand why they need to raise the bar and create higher expectations for their students, students reading ability was assessed. Using an October/May comparison, there were the following increases in reading levels:

Grade	Increased by 1 Grade Level	Increased by 2 Grade Levels
K-5	36%	10%
K-8	52%	15%
9-12+	50%	6.6%

This was an eye opener for many staff members. As a result, a curriculum committee has been established to infuse the curriculum with academic rigor, using the Common Core Standards and Webb's Depth of Knowledge (DOK) to differentiate grade level learning and entry points for students with special needs. Research based methods that have been proven to be effective for students on the autism spectrum are used, such as T.E.A.C.C.H., social stories, using structured environment with routines in place. By making the curriculum thematic, it fosters consistency across sites and across age/grade levels. This curriculum scaffolds learning as students age up.

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.

Professional development opportunities will be made available to Curriculum team members. These may include trainings on Common Core Standards (CCS), Rigors of Learning Models and Initiatives related to the "race-to-the-top" program. Curriculum team will adhere to district recommendations of implementing both content-based and quantity of the CCS (1 ELA content based standard and 1 Math content based standard) into current school curriculum. Other CCS may be piloted throughout the academic year based on staff input. School curriculum team will identify and develop a minimum of 3 lessons for 5 teachers (1 elementary class at 164; 1 elementary class at 178; 1MS/HS departmental class at main). Possible lessons and activities will be related to current established curriculum themes, aligned to the chosen common core standards, reflect "rigors of learning" models based on Danielson Webb's Rigor of Learning Matrix, and incorporate autism specific teaching techniques to ensure processing and learning. Curriculum team members will conduct professional development trainings on the CCS, rigors of learning matrix and the new curriculum addendums during weekly

programmatic cohort meetings. By the beginning of November, all teachers will have received this training. Curriculum committee will create and/or update current data collection sheets to include CCS and rigors of learning opportunities. By the end of November, all teachers will be utilizing data sheets reflecting CCS. One cohort meeting, minimally monthly, will be set aside for teachers to be able to reflect, discuss, evaluate and plan next steps for CCS and rigors of learning instruction/curriculum and student learning. One member from the curriculum team will be present at each meeting. Concerns will be noted and shared with cabinet on a regular basis.

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.T.A. meeting to explain the CCS and its impact on our students; provide materials and training to help parents become effectively involved in their child's education.

Open door policy to foster a nurturing environment where parents know that their questions will be answered and their suggestions considered.

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.

The school has a positive reputation in educating students on the spectrum so attracting highly qualified teachers is not an issue. We support all of our teachers by establishing mentors and buddy teachers. We also have a school based coach who works closely with our teachers. Teachers work in small learning communities during their scheduled programmatic meeting times. Here they feel safe and supported by their colleagues. We also support staffs request to attend district workshops.

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.

Experiential learning and character education is generalized into the community and at our job sites. Learning becomes real and more meaningful to our students. Embedded skills are practiced at our worksites. School personnel including teachers, related service providers, school social workers, transition coordinators, parent coordinator, and other staff responsible both teaching students and for coordinating extended programs beneficial to them for ensuring their success beyond school (such as work training sites and after school programs) meet regularly to discuss student needs and progress. This enables us to develop and maintain quality programs that are willing to ensure our students academic, social and emotional needs and goals are properly aligned to their Individualized Educational Plans and are consistently being attended to.

In school, our students develop their academic and social objectives by utilizing curricula that reflect real world scenarios and conditions that exist in their day to day lives. Informational sessions and meetings are held with programs that are working with our students to ensure activities specific to those programs are integrated into normal and daily instruction for the purpose of teaching academic content areas in a context that is meaningful and tangible to all our students.

Just as important, student's progress and individualized adaptations and systems are shared with and are strongly encouraged to be used by all programs that are currently working with our students. In this way, all content and other program initiatives that are presented to our students, is done in a manner that is relevant and appropriate in giving our students maximum opportunity to obtain results intended by those programs.

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.

- **Common planning time is programmatic and built into everyone's schedule**
- **OTPS for supplies to support the curriculum**
- **Since P.T.A. meetings are held during the day, support staff is available to translate**

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.

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.

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4	1	1	1	1		1		
5	1	1	1	1		1		
6	0	0	0	0		0		
7	1	1	1	1		1		
8	1	1	1	1		1		
9	1	1	1	1		1		
10	1	1	1	1		1		
11	2	2	2	2		2		
12	2	2	2	2		2		

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
ELA: Scantron RCT/Regents Acuity	Skills worked on included but are not limited to decoding, essay writing, vocabulary, comprehension and test taking strategies. This will be done during daily small group instruction. Test preps included RCT/Regents and Scantron to access and remediate.
Mathematics: Everyday Math Scantron Acuity	Skills worked on include but are not limited to understanding and applying mathematical concepts, how to problem solve, math reasoning and mathematical equations. This will be accomplished during small group instruction during math blocks and/or tutorials. Individual weaknesses will be identified and materials provided to remediate.
Science: Regents/RCT	Skills worked on will include but are not limited to vocabulary building, understanding how to read and comprehend science materials, interpretation of diagrams and charts. This will be accomplished during small group instruction, tutorials and/or science blocks, both during and after school. Drill review of concepts and test taking techniques.
Social Studies: Junior Scholastic High school advisories	Skills worked on will include but are not limited to essay writing, synthesis of information to support an essay, interpretation of political cartoon/diagrams and/or graphs. Use of graphic organizers, timelines and outlining. Understanding of key concepts and terminology to be better able to access the content. Films and documentaries will be used to support and reinforce materials taught.
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist: LSCI PBS Counseling	Works with students to build self-esteem, instilling a can do attitude. Use of LSCI and PBS as needed. Small groups, during school day.

At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**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 Gary Hecht/Stephanie McCaskill	District 75	Borough Brooklyn	School Number 077
School Name			

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

Principal Merryl Redner-Cohen	Assistant Principal Carmela Montanile
Coach	Coach
ESL Teacher Melissa Erikson	Guidance Counselor
Teacher/Subject Area Reuben Morales/Literacy	Parent
Teacher/Subject Area Danny Rodriguez/ESL	Parent Coordinator Nancy Gasparino
Related Service Provider Valeriya Katsnelson	Other
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	0	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	256	Total Number of ELLs	43	ELLs as share of total student population (%)	16.80%
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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. 

At P77K, ELLs who are new entrants to New York City Public Schools are identified through the administration of the Home Language Identification Survey (HLIS) upon intake at the Committee on Special Education (CSE) level. When necessary, translators are provided to conduct the initial interview and the HLIS is provided in the student's native language. Once the HLIS is administered, it is assessed by the CSE representative and the Language Assessment Battery-Revised (LAB-R) is administered to determine the student's English proficiency. Students whose home language is Spanish and do not score proficient on the LAB-R take the Spanish LAB-R to determine Spanish proficiency. Once the LAB-R is administered and its results are analyzed, the CSE representative meets with the student's parents to explain the three program options (Transitional Bilingual, Dual Language and ESL) and determine an appropriate placement for the student. If the CSE fails to complete this process, these responsibilities are left to the school. Parents come to the school to complete the HLIS, which is administered in the student's native language, and an informal interview to discuss the student's educational history and English proficiency. These steps are completed with either our licensed ESL teacher or a licensed classroom teacher and a translator when necessary. Once the HLIS is administered, it is assessed by our licensed ESL teacher and the ATS report RLER-LAB-R is generated to determine LAB-R eligibility. If the student is eligible, our ESL teacher, Melissa Erikson, administers the LAB-R within ten (10) business days and analyzes the results. A meeting is then conducted with the student's parents and a translator, if necessary, to discuss program options and determine appropriate placement for the student.

Students who are not new to NYC Public Schools are identified as ELLs and eligible for the NYSESLAT through ATS report RLER—LAT. All ELLs are assessed yearly by the NYSESLAT. All four components of the NYSESLAT are administered by one of our licensed ESL teachers, Melissa Erikson or Danny Rodriguez. Once the scores are available, the students' progress is analyzed by our licensed ESL teachers classroom teachers, cluster teachers and related service providers.

Parents of students who are eligible for bilingual or ESL services are involved in the decision-making process at the CSE level. Trained translators and CSE personnel discuss the options available to parents and the placement decision is made in conjunction with them. Currently, our school features a Freestanding ESL program. However, should a parent show interest in a dual language program, it would be taken into consideration when planning for possible classes.

When a placement is decided upon, parents are notified and given written and oral information about the program, through the aid of a translator if necessary. A parent orientation is provided by the parent coordinator, licensed ESL personnel and a school-based translator at the school site in which the student will attend. Parents are informed of the curriculum, intervention strategies and program model their student will be in. If it is determined that a student should be placed in a bilingual class that is not available, he/she is served by an alternate placement paraprofessional who speaks the student's native language and English and ESL services until a bilingual class placement becomes available. Presently, twelve (12) students are mandated for bilingual services. Of them, nine (9) are served by an alternate placement paraprofessional and ESL services. The remaining three (3) students receive ESL services and the school is presently in the process of locating bilingual paraprofessionals who speak the students' home languages. These students span the ages of five (5) years to twenty-one (21) years and represent the languages of Spanish, Chinese, Bengali, Polish, Urdu and French, in addition

to being spread across three (3) sites throughout Brooklyn. It is not presently feasible to establish a TBE class due to the fact that there are not enough students who have common ages, native languages and locations to warrant such program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	43
SIFE	1	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	12

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	20	1	20	11		11	12		12	43
Total	20	1	20	11	0	11	12	0	12	43

Number of ELLs in a TBE program who are in alternate placement: 9

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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	2	5	3		4		2	1	20
Chinese		1	1		2	1	1			3	1		1	11
Russian				2			1							3
Bengali				1	1		1							3
Urdu									1	1		1		3
Arabic													1	1
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish				1										1
Albanian														0
Other														0
TOTAL	1	1	1	4	5	3	8	3	1	8	1	3	4	43

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Students at P77K are in classes with either a 6:1:1 or 8:1:1 student-to-staff ratio. These students are ungraded and grouped according to age, with each class having students with no more than three (3) years difference in age. Self-contained classes are mixed heterogeneously with respect to proficiency levels. ELLs at P77K are served through a push-in program provided by two (2) fully-licensed ESL teachers. These teachers collaborate daily with classroom teachers, cluster teachers and related service providers to ensure that instruction is aligned with the needs of ELLs within the classroom.

NCLB requires that local programs for ELLs comply with state mandates regarding content, frequency and direction of ESL language services. Furthermore, the regulations underscore that the goal of ESL and bilingual instruction is to ensure that ELLs become proficient in listening, speaking, reading and writing in English. New York State regulations (C.R. Part 154) require that assessment and instruction of ELLs be aligned to the New York State Learning Standards in ESL. According to C.R. Part 154, students in grades Kindergarten through eight at the beginning and intermediate proficiency levels must receive 360 minutes a week of explicit ESL instruction. Those students at the advanced level must receive 180 minutes of explicit ESL instruction and 180 minutes of ELA instruction per week. At the high school level, students at the beginning proficiency level must receive 540 minutes a week of explicit ESL instruction, students at the intermediate level must receive 360 minutes of ESL instruction and students at the advanced level must receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. ELLs are spread across four sites in Brooklyn and our ESL teachers travel to each site to work with each of them. All ELLs in P77K receive the maximum number of units of ESL instruction possible within the staffing restraints of the school. Because there is no self-contained bilingual program at P77K, students do not receive Native Language Arts (NLA). However, students who are mandated for bilingual services receive support in their native language and English from an alternate placement paraprofessional who speaks the student's native language and English.

In addition to ESL, all students, regardless of English proficiency, receive English Language Arts from a classroom teacher and a literacy cluster teacher. Advanced proficiency students receive a minimum of 180 minutes of ELA each week.

To ensure that students meet the standards and pass the required state and local assessments, ESL instructors follow the New York State ESL Standards and incorporate ESL strategies such as the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, plus multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson picture symbols. The use of technology, including a SmartBoard, an iPad, digital cameras and computers, is incorporated to give students additional instructional support. ESL materials are infused throughout all aspects of instruction. The school and classroom libraries include a variety of books of all levels that reflect the backgrounds, needs and

A. Programming and Scheduling Information

strengths of ELLs. Instruction in the ESL program is delivered in English.

At P77K, all students in 6:1:1 and 8:1:1 classes receive content area instruction within the classroom through a variety of approaches, including, but not limited to, small group, individual and community-based instruction. P77K utilizes a balanced literacy approach throughout the program to enhance students' literacy skills and academic performance. The curriculum supports elementary students with their reading and writing while building independence in learning. Meville to Weville is a research-based beginning literacy and communication development program that supports student development of self and a sense of belonging within a community of learners. It meaningfully and systematically integrates reading, writing, speaking, augmentative communicating and listening for elementary students with disabilities in the moderate to severe range of disabilities. The TouchMath program is used throughout our school's program. It capitalizes on the tactile/kinesthetic preferences of learners while developing their visual and auditory skills. As children engage in the multi-sensory approach they begin to internalize the connection between concrete number experiences and more abstract mathematical conceptualization. Secondary level students participate in a curriculum designed by the school that incorporates multi-sensory approaches, differentiation and multiple intelligences to deliver material in math, science, social studies and literacy content areas. All classroom instruction is delivered in English, with the support of an alternate placement paraprofessional for those students who are mandated for bilingual education per their Individualized Education Plan (IEP). All ELLs participate in these activities with the added support of push-in and pull-out ESL services. With Title III finances, P77K will implement an after-school supplemental program for ELLs focusing on increasing literacy, writing and conversational skills.

Students in P77K's inclusion program receive content area instruction through the support of general education content area teachers, Special Education Teacher Support Service (SETSS) and a paraprofessional. These staff members collaborate, along with ESL teachers and related service providers, to adapt the general education curriculum to meet the needs of the students and assist them in achieving proficiency on state mandated assessments.

All students at P77K are diagnosed with Autism Spectrum Disorder (ASD) and have an IEP based on their specific needs and abilities. Students represent varying degrees of ASD as well as English language proficiency. All instruction, including explicit ESL instruction, is differentiated based on students' abilities and IEP goals. Methods for differentiation include, but are not limited to, small-group instruction, one-on-one instruction, pair work, hands-on activities, use of adapted materials and visual supports, incorporation of multiple intelligences in lessons, and use of augmentative communication devices.

Presently, P77K has one Student with Interrupted Formal Education (SIFE). To assist this student in achieving English proficiency, the staff of P77K work to develop initial literacy and communication skills in the student's native language. This is done in a nurturing environment in order to facilitate language production. This student support from an ESL teacher and an alternate placement paraprofessional who speaks her native language and English. Among strategies used to support this student are Total Physical Response, the Natural Approach, and small-group instruction.

Newcomers admitted to P77K are worked with to develop literacy and communication skills in both English and the students' native languages. With the expectation that newcomers have some exposure to formal literature, reading and writing skills are focused on. Newcomers are invited to participate in the school's Title III after-school program. Various strategies used to facilitate language acquisition include, but are not limited to, Collaborative Learning Approach, Total Physical Response, the Natural Approach, the Language Experience Approach, small-group instruction and one-on-one tutoring.

To support ELLs who have received ESL service for four to six years, several strategies are practiced. They include, but are not limited to, Total Physical Response, Natural Approach, continuous small-group instruction, and Collaborative Learning Approach. Additionally, these students are invited to participate in the Title III after-school program.

In order to support long-term ELLs at P77K, several instructional interventions are implemented. Students participate in LEAP (Learning through an Expanded Arts Program), in which consultants work with students and teachers to integrate hands-on, arts-based activities in the curriculum. In P77K's Title III after-school program, long-term ELLs receive support through the integration of arts and technology into the curriculum, promoting creativity and literacy. Additionally, long-term ELLs receive support through continuous small-group instruction.

A. Programming and Scheduling Information

All students at P77K are diagnosed with Autism Spectrum Disorder (ASD). With the exception of students in the inclusion program, classes are organized in a 6:1:1 or 8:1:1 student-to-staff ratio to provide small-group instruction as mandated per students' IEPs. Students receive instruction from licensed Special Education teachers and additional support by paraprofessionals and related service providers according to individual mandates. All instructional staff members utilize Mayer Johnson picture symbols in an effort to provide visual supports and enhance learning, as well as multi-sensory approaches to teaching content material. The use of technology, such as iPads, SmartBoards, digital cameras and augmentative communication devices is integrated throughout the curriculum to ensure that content material is accessible and appropriately modified for all students. Students in the inclusion program receive additional support from their SETSS provider and a paraprofessional who work collaboratively with general education teachers to adapt the general education curriculum to fit the students' needs.

The majority of the students at P77K are in the most restrictive environment that the New York City Department of Education has to offer. It is our goal to help all students progress in their development and move on to a less restrictive environment, if and when it is appropriate. To achieve this goal, classroom teachers, cluster teachers, ESL teachers, related service providers and paraprofessionals collaborate daily to create lessons that are differentiated and scaffolded to meet the needs of every student. Related service providers and ESL teachers push-in to self-contained classes and collaboratively teach with classroom and cluster teachers, adding their own expertise in addressing

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	<p>In April 2011, P77K received a citation from the New York State Education Department noting that fourteen (14) special education English Language Learners (7 Spanish, 3 Chinese, 2 Urdu and 1 Bengali) do not receive mandated ESL and/or bilingual services. The students indicated in the citation are served as per</p>		
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

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

It is a priority that content area material be accessible and comprehensible for all ELLs. To see that this is a reality, classroom and cluster teachers collaborate daily with ESL teachers to ensure that all lessons and activities are properly differentiated for ELLs. Intervention strategies are used to support all ELLs, from newcomers to long-term students. Among the intervention strategies used to support ELA instruction is the Cognitive Academic Language Learning Approach (CALLA), a content-based ESL instruction model. Additionally, ELLs receive support in content areas, such as science and social studies, through small-group instruction, hands-on learning and one-on-one instruction. To support ELLs' math achievement, the TouchMath program is used in the classrooms, offering a hands-on, multi-sensory approach to math instruction. Handwriting Without Tears is a program aimed at developing young students' fine motor skills and handwriting abilities. For younger elementary students, this program is used to support the development of these literacy skills. On a case-by-case basis, students are provided with tutoring in specific subject areas to further their academic success. All instruction is delivered in English, with the exception of support from alternate placement paraprofessionals who speak the students' native languages and English. Languages represented by bilingual paraprofessionals are Spanish, Russian, Haitian Creole, French, Arabic and Chinese. In addition, bilingual dictionaries and written materials are available in Spanish, Russian, Polish, Chinese, Arabic, Bengali, Urdu, Haitian Creole and French to support ELLs with content material.

When students at P77K no longer require bilingual or ESL services, as per NYSESLAT proficiency, they are supported for up to two years with ESL services, AIS, small-group instruction/tutoring, invitation to participate in the Title III after-school program, and other support services.

Through the RESO-A grant, two sites received funds to upgrade a computer lab and purchase new computers and SmartBoards for the classrooms, allowing opportunities for students to improve their technological proficiency. Early childhood classes will take part in therapeutic horseback riding, a program with research-based success in helping students with autism. Also, the school is expected to take part in a swimming program, which has also shown to be beneficial for students with autism. Students in all self-contained classes participate in a daily yoga session through the use of the District 75's Get Ready to Learn program. ELLs will be invited to take part in all aforementioned activities.

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

C. Schools with Dual Language Programs

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

There is no Dual Language Program at P77K.

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

D. Professional Development and Support for School Staff

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

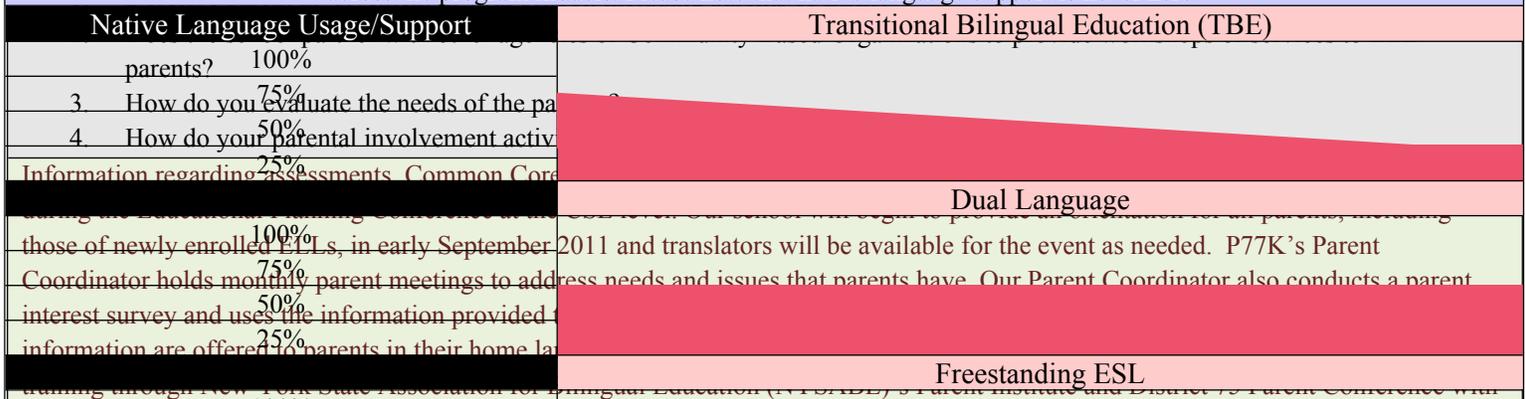
P77K will continue to hold professional development for all staff members in dealing with ELL students. Professional development will be scheduled during dedicated professional development days. Professional development will be provided in small cohort meetings and staff members in attendance will include ESL teachers, classroom teachers, cluster teachers, guidance counselors, psychologists, speech therapists, occupational therapists, physical therapists, assistant principals, school secretaries and the parent coordinator. Topics for discussion at cohort meetings are: October—integrating musical and linguistic intelligences across the curriculum, November—integrating bodily-kinesthetic intelligence across the curriculum, December—integrating technology into the curriculum, January—enhancing learning through the use of visual supports, February—social development through cross-cultural learning, March—integrating spatial intelligence into the curriculum, April—integrating naturalistic intelligence into the curriculum, May—cross-cultural exposure, June—integrating interpersonal and intrapersonal intelligences into the curriculum. District Coaches will also provide support through mentoring ESL/Bilingual Teachers. In addition, ESL/Bilingual Teachers will attend District compliance meetings and professional development workshops.

All non-ELL teachers are required to receive 7.5 hours of ELL training. P77K's Payroll Secretary keeps detailed records of Jose P. training completion for all teachers. Any teacher who has not completed the required number of hours will participate in Jose P. training as offered by the District 75 Office of ELLs. This training will address the specific needs of ELLs as well as methodologies and strategies that have shown to be effective in meeting those needs.

To assist students in their transition from elementary to middle school and from middle to high school, graduating classes take numerous field trips to the school they will be attending the following year. Related service providers, classroom teachers, cluster teachers and paraprofessionals are present to introduce students to their expectant schools and classes. Prior to said trips, staff members from both schools are trained in assisting students in making smooth transitions. This transition is also supported through the use of social stories, Mayer Johnson symbols, and visual schedules.

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.



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?

Information regarding assessments, Common Core Learning Standards, state standards, and our school program are discussed with parents during the Educational Planning Conference at the CSE level. Our school will begin to provide an orientation for all parents, including those of newly enrolled ELLs, in early September 2011 and translators will be available for the event as needed. P77K's Parent Coordinator holds monthly parent meetings to address needs and issues that parents have. Our Parent Coordinator also conducts a parent interest survey and uses the information provided to assess parents' needs and to plan future parent outreach. Surveys and ongoing information are offered to parents in their home language. Our goal is to increase our parent outreach and participation by offering parents training through New York State Association for Bilingual Education (NYSABE)'s Parent Institute and District 75 Parent Conference with utilization of translators. Additionally, related service providers and teachers will conduct parent workshops at each site to provide parents with the necessary tools and information to support their students' academic success and to improve the home-school connection. Topics for these workshops will include, but not be limited to, using augmentative communication devices, instructional intervention strategies, and appealing to sensory needs of students. Translators will be available for all face-to-face meetings at each site.

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)
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Through the RESO-A grant, two sites received funds to upgrade a computer lab and purchase new computers and SmartBoards for the classrooms, allowing opportunities for students to improve their technological proficiency. Early childhood classes will take part in

B. Programming and Scheduling Information--Continued

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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.

Paste additional information here

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)?

There is no Dual Language Program at P77K.

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.

P77K will continue to hold professional development for all staff members in dealing with ELL students. Professional development will be scheduled during dedicated professional development days. Professional development will be provided in small cohort meetings and staff members in attendance will include ESL teachers, classroom teachers, cluster teachers, guidance counselors, psychologists, speech therapists, occupational therapists, physical therapists, assistant principals, school secretaries and the parent coordinator. Topics for discussion at cohort meetings are: October—integrating musical and linguistic intelligences across the curriculum, November—integrating bodily-kinesthetic intelligence across the curriculum, December—integrating technology into the curriculum, January—enhancing learning through the use of visual supports, February—social development through cross-cultural learning, March—integrating spatial intelligence into the curriculum, April—integrating naturalistic intelligence into the curriculum, May—cross-cultural exposure, June—integrating interpersonal and intrapersonal intelligences into the curriculum. District Coaches will also provide support through mentoring ESL/Bilingual Teachers. In addition, ESL/Bilingual Teachers will attend District compliance meetings and professional development workshops.

All non-ELL teachers are required to receive 7.5 hours of ELL training. P77K's Payroll Secretary keeps detailed records of Jose P. training completion for all teachers. Any teacher who has not completed the required number of hours will participate in Jose P. training as offered by the District 75 Office of ELLs. This training will address the specific needs of ELLs as well as methodologies and strategies that have shown to be effective in meeting those needs.

To assist students in their transition from elementary to middle school and from middle to high school, graduating classes take numerous field trips to the school they will be attending the following year. Related service providers, classroom teachers, cluster teachers and paraprofessionals are present to introduce students to their expectant schools and classes. Prior to said trips, staff members from both schools are trained in assisting students in making smooth transitions. This transition is also supported through the use of social stories, Mayer Johnson symbols, and visual schedules.

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?

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?

Information regarding assessments, Common Core Learning Standards, state standards, and our school program are discussed with parents during the Educational Planning Conference at the CSE level. Our school will begin to provide an orientation for all parents, including those of newly enrolled ELLs, in early September 2011 and translators will be available for the event as needed. P77K's Parent Coordinator holds monthly parent meetings to address needs and issues that parents have. Our Parent Coordinator also conducts a parent interest survey and uses the information provided to assess parents' needs and to plan future parent outreach. Surveys and ongoing information are offered to parents in their home language. Our goal is to increase our parent outreach and participation by offering parents training through New York State Association for Bilingual Education (NYSABE)'s Parent Institute and District 75 Parent Conference with utilization of translators. Additionally, related service providers and teachers will conduct parent workshops at each site to provide parents with the necessary tools and information to support their students' academic success and to improve the home-school connection. Topics for these workshops will include, but not be limited to, using augmentative communication devices, instructional intervention strategies, and appealing to sensory needs of students. Translators will be available for all face-to-face meetings at each site.

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		2		3		1	3	1	1			13
Intermediate(I)		1		1			1					1	1	5
Advanced (A)						1								1
Total	0	3	0	3	0	4	1	1	3	1	1	1	1	19

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

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				27	27

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
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	4		2				21		27

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							9		9

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	1		1	
NYSAA Mathematics	1		1	
NYSAA Social Studies	1		1	
NYSAA Science	1		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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Students are assessed throughout the year using a number of vehicles. The Assessment of Basic Language and Learning Skills (ABLBS) is used at the elementary site and Brigance is used at the secondary level to assess student progress. In addition, to specifically assess literacy, P77K uses Lexia for all ages and the Early Childhood Literacy Assessment System (ECLAS-2) for younger elementary students. Also, students in P77K participate in New York State Alternate Assessment (NYSAA) each year. Once data is collected from these assessments, it is used to directly influence the development of IEP goals and to drive instruction.

All ELLs at P77K participate in NYSESLAT each year. With the exception of fifteen (15) beginner, five (5) intermediate and one (1) advanced scores, all ELLs received a score of invalid on the 2010-11 NYSESLAT. These scores largely reflect the nature of the students' disabilities and not specifically their language acquisition as standardized assessments are not appropriate for students at P77K. Many ELLs have scored successfully on NYSAA, specifically the ELA portion, due to this assessment being more aptly suited to demonstrate our students' strengths. Students are assessed through NYSAA using individualized, alternate methods rather than a standardized approach. Because of the inappropriateness of NYSESLAT as an assessment for ELLs at P77K, NYSESLAT results are not closely considered when

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 77K

School DBN: 75K077

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Merryl Redner-Cohen	Principal		
Carmela Montanile	Assistant Principal		
Nancy Gasparino	Parent Coordinator		
Melissa Erikson	ESL Teacher		
	Parent		
Reuben Morales/Literacy	Teacher/Subject Area		
Danny Rodriguez/ESL	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Valeriya Katsnelson	Other		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75K077 School Name: P77K

Cluster: 752 Network: 2

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

Part A: Needs Assessment Findings

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.

In order to determine the language needs of our students' parents, Home Language Identification Surveys (HLIS) are administered upon entry to New York City schools. Additionally, informal interviews are conducted at the school upon student registration and translators are present as needed. During the interview the parent is asked which language of correspondence is preferred and that request is documented in the student's school file. Home languages are documented in ATS as well as blue emergency cards which are kept on file in the school's main office. For those parents requesting translation into their native languages, all written notices that are sent home are translated accordingly. Phone calls made to those parents are done so by a school employee who speaks English and the parent's native language. Also, correspondence from the parent to the school is translated into English as needed by a school employee who speaks English and the parent's 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.

The languages represented by the 43 ELLs of P77K are Spanish, Russian, Chinese, Polish, Bengali, Haitian Creole, Arabic and French. Of the parents of these 43 students, 37 require translation services. These include speakers of Spanish, Russian, Chinese and Haitian Creole. Translators and interpreters for written and oral correspondence are available at the school. Additionally, staff members who speak Urdu, Polish and French are available to provide translations and interpretations as needed. Should a parent request translation into Bengali or Urdu, this would be provided by an outside vendor. All staff members who work with ELLs are made aware at the beginning of the school year as to whether or not the students' parents require translation services. On-going correspondence between the home and school ensures that this awareness is maintained and the parents' translation needs are met.

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.

All documents sent home to parents who speak languages other than English are translated into the parents' native language. These forms include official school forms, announcements and informal correspondence between teachers and parents. When available on the New York City Department of Education website, these translated documents are utilized. If the documents are not available online, school personnel translates them into the parents' native languages. These languages include Spanish, Russian, Chinese, Polish, Arabic, and Haitian Creole. Should a parent require translation into a language that is not represented by any school personnel, the DOE Translation Unit would be utilized. With the availability of online resources and onsite personnel, translation of documents is consistently done in a timely fashion. In the event that a parent who does not speak English visits the school, there is appropriate signage indicating the availability of translation and interpretation services.

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.

P77K hosts various parent conferences throughout the school year (i.e., Family Support and Transition Conference held in November, Family Conference held in May, Parent/Teacher Conferences). At each of these conferences, interpreters are present to interpret for ELL parents. These interpreters may be teachers, paraprofessionals or parent volunteers. When staff members are needed for interpretation, they are freed from their instructional duties and replaced by another staff member to ensure prompt readiness. In the event that an interpreter is needed for a language other than those available, an outside vendor would be utilized. Parents are welcome to provide their own interpreter, given that s/he is not a student and is over the age of 18 years.

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>.

Parents who speak a language other than English are given a copy of the Parents Bill of Rights translated into their native language to inform them of their rights and responsibilities. These are retrieved from the NYC DOE website. Adequate signage is posted in the main entrance of the school informing visiting parents of the translation and interpretation services available to them.

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: 77K	DBN: 75K077
Cluster Leader: Gary Hecht	Network Leader: Stephanie McCaskill
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 type="radio"/> 2 <input type="radio"/> 3 <input 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 checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # 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: At P.S. 77K, there are a total of 256 students. Of those, 23 (9%) are English Language Learners and are served through a push-in/pull-out ESL program. Additionally, there are 20 (7%) ELLs who are served as per IEP. All ELLs are mandated for 360 minutes of ESL instruction per week, as per CR Part 154, with the exception of the high school students, who are mandated 540 minutes of ESL, as per CR Part 154. All of these students are on the Autism Spectrum and their instruction is aligned with the Alternate Grade Level Indicators. All students receive formal assessments through NYSESLAT and BRIGANCE. According to formal assessments, the students are designated as Beginning English Language Learners.

P77K is spread across 5 sites in the Borough of Brooklyn. The elementary site, located in the neighborhood of Borough Park, serves 18 ELLs; the middle school site, located in the neighborhood of Brownsville, has 4 ELLs; the main site, which houses high school and some middle school classes and is located in the neighborhood of Park Slope, has 19 ELLs. Two ELLs attend an inclusion program in the neighborhood of Kensington. Of these 43 ELLs, 33 are mandated for 6:1:1 configuration, 6 are mandated for 8:1:1 configuration and 4 are in an inclusion program. The represented languages of the students in P77K are Russian, Spanish, Arabic, Haitian Creole, French, Polish, Bengali, Urdu and Chinese.

All ELLs are invited to participate in the Title III program. In order to determine which students will participate, letters were sent home in English and in the native languages and phone calls were made to survey interest. Due to the geographic locations of the students and the fact that the large majority of them are mandated for door-to-door bussing and 6:1:1 and 8:1:1 configurations, it is difficult to design a program in which all ELLs can attend. Therefore, the program will be split between the elementary site in Borough Park and the main site in Park Slope. The Title III program will take place at the elementary off-site (P.S. 164K) after school on Tuesdays from 3:00 p.m. to 5:00 p.m. for 15 weeks, beginning November 15, 2011. Concurrently, the program will run at the main site on Thursdays from 3:00 p.m. to 5:00 p.m. for 15 weeks beginning November 17, 2011. Our two certified ESL teachers will work in the Title III program. At each of the two sites, one ESL certified teacher and one bilingual paraprofessional will work in a 6:1:1 configuration in the program. To provide native language support and to translate written documents, a Spanish speaking paraprofessional will work in the program at the main site and a Russian speaking paraprofessional will work at the elementary site. Since the program will take place after regular school hours, an administrator will also be present in order to supervise at each site.

The goal of the Title III program is to increase communication and literacy skills. The language of instruction for the Title III program is English. The mode of instruction that has been chosen is through the use of technology. According to Krashen, second language acquisition requires meaningful interaction in the target language. Computer-assisted language learning (CALL) enables ELLs to construct

Part B: Direct Instruction Supplemental Program Information

meaning in a digital environment. McLoughlin and Oliver (1998) explain that the computer is one way to support Vygotsky's (1978) communicative theory of learning and, if used appropriately, teachers can provide an environment in which learning is authentic and activities are interesting to students (Healey & Klinghammer, 2002). Thus, students are able to construct their own knowledge, as teachers scaffold students' learning.

When teaching both ELLs and students on the Autism Spectrum, there is no one specific method or technology that is best suited for all children. Different children and different lessons all have different needs. However, it is important to choose technology that increases student interactivity and motivation. This year, P77K has chosen to purchase materials to support a movie-making themed curriculum. Through the use of books, social stories and movie re-enactment, students will be given the opportunity to express their knowledge and comprehension through authentic work and meaningful activities. Beyond this expressive activity, students will then further their understanding and comprehension by reviewing their work and revising accordingly to eventually come to a final product. To support this curriculum materials purchased will include, but not be limited to, Flip Video camcorders, books and iPads.

The delivery of instruction within the program will be aligned with the students' IEP objectives in the domain of ELA. New York State Educational Standards that will be targeted will include, but not be limited to, ESL Standards 1, 2, 4 and 5 (Student will listen, speak, read and write in English for information and understanding, literary response and expression, social interaction, and Students will demonstrate cross-cultural knowledge and understanding), The Arts Standards 1, 2, and 3 (Students will create, perform and participate in the arts, will know and use art materials, and will respond to and analyze works of art), and Technology Standard 5 (Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs). These standards will be addressed through the employment of various ESL methodologies and strategies. These will include, but not be limited to, Total Physical Response, the Natural Approach, the Communicative Language Teaching, cooperative learning and scaffolding. Teacher-made rubrics and work products will be used to track data and assess attainment of students' targeted goals.

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: In an effort to develop the ESL teachers' skills in the area of technology and, specifically the use of film editing software, training will be provided by the school's technology coach and liaison, Michele Freeland, on a bi-weekly basis. In addition, the technology liaison will attend monthly formal meetings with the district and then turnkey information to the ESL teachers, paraprofessionals, one of the administrators and also work to hone skills germane to the technology program. The meetings will last from 3:30 p.m. until 5:00 p.m. and cover the following topics: November 21 - Uses of Flip video, December 19 - Film editing, January 23 - Using visual effects in film, February 13 -

Part C: Professional Development

Using sound effects in film, and March 12 - Using iPads in the classroom.

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: Title III information is disseminated to parents through letters written in English and respective native languages. Translators are available in all native languages represented by the ELL population for any oral information presented at meeting, workshops, etc.

An orientation has been scheduled for November 10, 2011 from 3:00 p.m. to 5:00 p.m. to orient the students' parents as to the goal and content of the program. Parents will receive information, translated into native languages as necessary, about the benefits of using technology with ELLs and students with autism and its positive effects on literacy development. It will take place at the main site and will be facilitated by the parent coordinator. All involved parents have received a letter of invitation to this meeting. Additionally, all ELL parents will receive information regarding the school's ESL program through outreach by the parent coordinator and ESL teachers. This will take the form of letters, phone calls and meetings. Translators will be available.

During the last day of the program, a culmination showcase will be held at each of the participating sites during the normal hours of 3:00 p.m. to 5:00 p.m. Parents and family members will be invited to attend the celebration to view their students' works and an award ceremony will be held to recognize the students' achievements. Students will be given the opportunity to present their short films to their family members and elaborate on what they have learned through the course of the program.

Additionally, parents will be invited to attend the weekly after-school sessions to learn alongside their children. By doing so, parents will be given the opportunity to develop their English proficiency as well as their technological skills.

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	\$8622.75	INSTRUCTIONAL PROGRAM

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.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		2 teachers x 15 weeks x 2 hours/day x \$49.89 = \$2993.40 2 paraprofessionals x 15 weeks x 2 hours/day x \$28.98 = \$1738.80 2 administrators x 15 weeks x 1.5 hours/day x \$52.21 = \$2349.30 PROFESSIONAL DEVELOPMENT 1 teacher x 5 weeks x 1.5 hours/day x \$49.89 = \$374.20 2 teachers x 5 weeks x 1.5 hours/day x \$22.72 = \$340.80 2 paraprofessionals x 5 weeks x 1.5 hours/day x \$28.98 = \$434.70 1 administrator x 5 weeks x 1.5 hours/day x \$52.21 = \$391.55
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2377.25	-Flip video cameras (2 @ \$230 = \$460) -iPads (2 @ \$700 = \$1400) -iPad accessories (\$100) -Books (\$125) -Miscellaneous art/craft supplies (\$292.25)
Educational Software (Object Code 199)		
Travel	0	

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.
Other	\$200	Parental Involvement -refreshments -cutlery/paper goods -decorations -awards
TOTAL	11,200	