



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P140K

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75K140

**PRINCIPAL:** MICHELLE CARPENTER **EMAIL:** [MCARPEN@SCHOOLS.NYC.GOV](mailto:MCARPEN@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** MR. 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
Michelle Carpenter	*Principal or Designee	
Sharon Williams	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Marie Barreau	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	Member/	

## **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**

**By June 2012, students with non-verbal and limited verbal skills in Alternate Assessment classes will show a 5% increase in communication as evidenced by mastery of skills measured by appropriate formative assessments.**

### **Comprehensive needs assessment**

1. *To increase student receptive and expressive language skills in communication skills in the 6:1:1 population, grades K-2 as evidenced by the ABLLS (Assessment Basic Language Learning Skills) granular approach.*
2. *To increase student receptive and expressive language skills in the 8:1:1/12:1:1 population, grades K-8 as evidenced SANDI (Student Annual Needs Determination Inventory) and 100% student use of assistive/adaptive communication devices.*

### **Instructional strategies/activities**

- Professional development and differentiated lessons modeled by D75 speech and autism coaches to model how to use data from ABLLS and SANDI to effectively individualize instruction based on students' needs
- Deployment of IEP coaches to provide Professional development and support with developing the quality of SMART IEP goals
- Implementation of the following curriculums and interventions that are aligned with the CCLS for student populations across the organization: *Land of the Letter People, Unique Learning Systems, Book Source Functional Libraries, SMILE.*
- Common planning periods will be used for teachers to discuss student progress and establish next steps for individual students

### **Targeted Populations:**

- Student with Autism, MR/LD grades K-8

### **Responsible Staff:**

- Data Specialist will be responsible for review of collected data and identifying trends across the population.
- Administration, AIS Teachers, Teaching staff, Classroom staff

### **Timeline**

- September/October-collection of baseline data

- January- 2.5% increase in acquired skills
- May- 2.5% increase in acquired skills
- Students will be assessed triennially (September, January, May) with ABLLS and SANDI

**Indicators of Interim Progress and/or Accomplishment**

- Students will be assessed triennially (September, January, May) with ABLLS and SANDI
- September/October-collection of baseline data
- January- 2.5% increase in acquired skills
- May- 2.5% increase in acquired skills
- Review of District coaches CAD/CAL
- Review of monthly instructional meeting summary agendas
- An increase in 3% in the number of students grades 3-8 achieving Level 4 and above on NYSAA ELA June 2011.

**Strategies to increase parental involvement**

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

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

- Use more funding to improve teacher knowledge in all content areas and on improving student behavior
- More frequent classroom visits by administration/colleagues to provide specific instructional support and immediate feedback

- Use school data to make decisions about the content and type of activities that constitute professional development
- School based Professional development activities based on research validated practices

**Service and program coordination**

- The number of students currently in temporary housing for the P.140K organization is 14.
- As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

**Budget and resources alignment**

- Tax Levy funds for personnel, instructional supplies and resources
- Data Specialist
- Tax Levy instructional monies to purchase materials required for ABLLS/SANDI
- Tax Levy instructional monies to purchase SMILE kits
- Registration and participation in District level Professional Development to support Domains I, II and III for teacher effectiveness, CCLS and DOK
- Request deployment of District Coaches in Autism, Speech/Language to provide weekly PD in supporting teacher effectiveness, CCLS and DOK
- Implementation of Teacher Development Specialist to provide support to new teachers on CCLS and DOK
- Inter-visitation practices within Network 4 to observe best practices
- Monthly Interim Assessments with ABLLS/ SANDI to monitor student progress
- Professional development for *SMILE, Unique Learning Systems, Land of the Letter People, ABLLS/SANDI and Touch Math*
- Bi-weekly Collaborative Teacher Teams established throughout the organization

**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**

**By June 2012, students in standardized assessment classes, grades 3-8 will demonstrate an overall 10% increase in scale scores in ELA and Math as measured by Ed Performance (Scantron).**

### **Comprehensive needs assessment**

1. *To increase student performance in informational/persuasive essay writing grades 3-8 as evidenced by a 5% increase in scale scores in Ed Performance.*
2. *To increase student performance in using mathematical models such as graphs, drawings, tables, symbols and diagrams to solve math problems grades 3-8 as evidenced by a 5% increase in scale scores in Ed Performance*

### **Instructional strategies/activities**

- Professional development and differentiated lessons modeled by D75 Literacy/Math coaches to model how to use data from Ed Performance, ARIS and NY Start to effectively individualize instruction based on students' needs
- Deployment of IEP coaches to provide professional development and support with developing the quality of SMART IEP goals
- Implementation of the following curriculums and interventions that are aligned with the CCLS across the organization: *Land of the Letter People, Journeys, Writing Fundamentals, Fountas & Pinnell, QRI 5, Math in Focus and Triumphs Math.*
- Common planning periods will be used for Collaborative teacher teams to discuss student progress and establish next steps for individual students
- Daily pull out by Academic Intervention Services teacher (AIS) for targeted Level I, II and III students on identified, specific skills and strategies in ELA and Math
- Develop system for Teachers/Paraprofessionals to track student progress using data provided by conferring, Ed Performance, ARIS, and NY Start to identify and develop next steps for students
- Individualized portfolio checklists aligned with the CCLS in ELA and Math to gather samples of student work and to monitor student progress
- Quarterly parent workshops provided for parents/guardians on curriculum initiatives, interventions, assessments and student progress

### **Targeted Populations:**

- All standardized assessment students grades 3-8

### **Responsible Staff:**

- Data Specialist
- Administration, AIS teachers, Teaching staff, Classroom staff

### **Timeline**

- September/October-collection of baseline data
- Triennial Assessments in ELA and Math with Ed Performance to monitor student progress
- January- 2.5% increase in identified ELA/Math skill
- May- 2.5% increase in identified ELA/Math skill
- Review of District coaches CAD/CAL
- Review of monthly instructional meeting summary agendas

**Strategies to increase parental involvement**

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

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

- Use more funding to improve teacher knowledge in all content areas and on improving student behavior
- More frequent classroom visits by administration/colleagues to provide specific instructional support and immediate feedback
- Use school data to make decisions about the content and type of activities that constitute professional development
- School based Professional development activities based on research validated practices

**Service and program coordination**

- The number of students currently in temporary housing for the P.140K organization is 14.
- As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

**Budget and resources alignment**

- Tax Levy instructional monies to purchase *Land of the Letter People, Journeys, Writing Fundamentals, Fountas & Pinnell, QRI 5, Math in Focus and Triumphs Math.*
- Tax Levy instructional monies to purchase additional Professional Development sessions during Staff orientation, Election Day and Brooklyn Queens Day to support curriculum initiatives, CCLS, Teacher Effectiveness and DOK

**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**

**By June 2012, students in standardized/alternate assessment classes will demonstrate a 15% increase in participation or moving to a Least Restrictive Environment.**

**Comprehensive needs assessment**

- *To decrease 1:1 paraprofessional support from full time to half time by 5%.*
- *Increase movement of students from 8:1:1 to 12:1:1 by 5%.*
- *Increase in students participating in collaborative team teaching (CTT) and inclusion in a community school district by 5%.*

**Instructional strategies/activities**

- Administer Level I Vocational Assessments to students 12 years or older
- Bi-annual parent workshops on Level I Vocational Assessments, working papers, VESID
- Develop and implement a rubric to set realistic expectations for LRE
- consideration
- Use of SWIS/OORS data to monitor progress of student behavior

- Provide support to administration/faculty of existing inclusion programs
- Provide on-going information and support to parents in the re-evaluation process for students moving into inclusion and LRE programs in conjunction with the SLT/PPT and PBIS
- Monthly review of Student portfolio's that include NY State ELA/Math scores, Ed Performance benchmark data, IEP goals, related service mandates, PIP's, FBA's, BIP's, and samples of authentic student work
- Develop a student data report in ARIS, that clearly identifies students' progress over a two-year period
- Deployment of IEP coaches to provide professional development and support with developing the quality of SMART IEP goals
- Provide appropriate transition support for students placed in inclusion programs
- Continue to support and expand current collaboration opportunities with co-located general education programs throughout the organization
- Student observation conducted by SETTS

**Target Population:**

- All students

**Responsible Staff:**

- Administration, All teaching staff, PBIS/PPT team members, Related Service Providers

**Timeline:**

- September/October-baseline data of current IEP mandates in SESIS
- January-2.5% increase in number of students transitioning to LRE and/or reduction of services.
- May-2.5% increase in the number of students transitioning to LRE and/or reduction of services.

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

- Use more funding to improve teacher knowledge in all content areas and on improving student behavior
- More frequent classroom visits by administration/colleagues to provide specific instructional support and immediate feedback
- Use school data to make decisions about the content and type of activities that constitute professional development
- School based Professional development activities based on research validated practices

**Service and program coordination**

- The number of students currently in temporary housing for the P.140K organization is 14.
- As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation

assistance, and on-site tutoring. D 75students are eligible to attend any programs run through the STH units at the ISC.

**Budget and resources alignment**

- Registration and participation of staff in District Level Professional Development on writing quality, SMART IEP goals
- Inter-visitation with P.23Q/Network 4, to identify best practice model for AIS
- Request for deployment of District Coaches in ELA/Math/PBIS to provide weekly PD in supporting Planning and Preparation, Classroom Environment, Instructional Practices and Professional Responsibility
- Bi-weekly schedule of Collaborative Teacher Teams established throughout the organization
- Review of SWIS/OORS data at scheduled bi-monthly PPT/PBIS meetings

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
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	# of Students Receiving AIS							
<b>K</b>	12	12	N/A	N/A	IEP MANDATED	IEP MANDATED	IEP MANDATED	IEP MANDATED
<b>1</b>	27	27	N/A	N/A	IEP MANDATED	IEP MANDATED	IEP MANDATED	IEP MANDATED
<b>2</b>	23	23	N/A	N/A	IEP MANDATED	IEP MANDATED	IEP MANDATED	IEP MANDATED
<b>3</b>	14	14	N/A	N/A	IEP MANDATED	IEP MANDATED	IEP MANDATED	IEP MANDATED
<b>4</b>	5	5	4	4	5	5	5	IEP MANDATED
<b>5</b>	9	9	6	6	4	4	4	IEP MANDATED
<b>6</b>	6	6	4	4	3	3	3	IEP MANDATED
<b>7</b>	10	10	4	4	6	6	6	IEP MANDATED
<b>8</b>	17	17	4	4	5	5	5	IEP MANDATED
<b>9</b>	0	0	0	0	0	0	0	0
<b>10</b>	0	0	0	0	0	0	0	0
<b>11</b>	0	0	0	0	0	0	0	0
<b>12</b>	0	0	0	0	0	0	0	0

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b>            Focus Forward            Soar To success            Study Island            Practice test and interim assessment            (Acuity and Ed Performance)</p>	<p><b>Focus Forward</b> : Focus forward is an intensive intervention system for students in grades 3-8 who are reading below grade level. This all-new system builds foundational reading and writing skills and fosters student motivation every step of the way. This intervention is used for small groups and it is provided during the day.</p> <p><b>Soar to Success</b>: Soar to success is a research-based, intervention model to be used with small groups of 5–7 students. It uses authentic literature, reciprocal teaching, and graphic organizers to help intermediate grade students accelerate their reading growth. The program is intended for use in conjunction with a regular program of classroom instruction in reading and language arts. This intervention is used for small groups and it is provided during the day.</p> <p><b>Study Island</b>: Study Island provides Web-based instruction, practice, assessment and reporting which is based on New York state’s standards. This program contains rigorous academic content that is both fun and engaging, it is easy and efficient to use within our school. This intervention is used one to one during the school day and after school.</p> <p><b>Acuity and Ed Performance</b> are practice tests and interim assessment examinations are used as an intervention for our standardized students. We give periodic assessment in both Acuity and Scantron educational performance. This intervention is used one-to-one. It is administered during the day.</p>
<p><b>Mathematics</b>             Math In Focus            Everyday Math Games            Triumphs Math            Practice Test and Interim</p>	<p><b>Math in Focus</b> emphasizes concept mastery, a concrete-to-pictorial-to-abstract approach, meta cognitive reasoning, and the use of model drawing to solve and justify problems. It emphasizes the importance of attitude and the ability to self-monitor while problem solving to achieve success. This intervention is used for small groups and it is provided during the day.</p>

<p>Assessments Acuity and Ed Performance</p>	<p><b>Every day Math Games:</b> Students use the math games to practice number skills. (Fact Power) games can be easily modified to fit each student’s academic level during small group instruction. This intervention is used for small groups and it is provided during the day.</p> <p><b>Math Triumphs:</b> Is an intervention for students who are struggling in mathematics concepts two or more grade levels below their current grade. It is designed for use in after school, before school, summer school, intercession, tutoring, or pull-out/resource rooms. Triumphs Intervention Workbooks is used to assist teachers in simplifying concepts and differentiate their instruction. This intervention is used for small groups and it is provided during the day.</p> <p><b>Impact Math:</b> The use of the Refresher Worksheets from Impact Math allows students to have extra practice with math concepts. This intervention is used for small groups and it is provided during the day.</p> <p><b>Acuity/Ed Performance:</b> The use of practice tests and interim assessment examinations are used as an intervention for our standardized students one-to-one. We give periodic assessment in both Acuity and Scantron educational performance. This intervention is used one-to-one. It is administered during the day.</p>
<p><b>Science</b> Study island Unique Learning Systems Mock Exit Projects</p>	<p><b>Study Island and Unique Learning Systems</b> is used by our elementary/middle school student’s in grades 3-8. They are web-based programs that aid in reading comprehension, vocabulary acquisition, and writing proficiency. Both programs are across content areas. The students use this intervention 2-3 times a week during small group instruction. Home use is encouraged. Utilized across the content areas. Students will do mock exit projects to understand what is expected as a final Science Exit Project.</p>
<p><b>Social Studies</b> Study Island Unique Learning Systems Mock Exit Projects</p>	<p><b>Study Island and Unique Learning Systems</b> is used by our elementary/middle school student’s in grades 3-8. They are web-based programs that aid in reading comprehension, vocabulary acquisition, and writing proficiency. Both programs are across content areas. The students use this intervention 2-3 times a week during small group instruction. Home use is encouraged. Utilized across the content areas. Students will do mock exit projects to understand what is expected as a final Social Studies</p>

	Exit Project.
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**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	District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>140</b>
School Name <b>P140K</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Michelle Carpenter</b>	Assistant Principal <b>Pamela Clarke</b>
Coach <b>S. Bynum</b>	Coach <b>C. Tucker</b>
ESL Teacher <b>G. Ikonomou</b>	Guidance Counselor <b>G. Kalman</b>
Teacher/Subject Area <b>M. Reyes</b>	Parent <b>type here</b>
Teacher/Subject Area <b>L. Bounas</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>K. Owens</b>	Other <b>type here</b>
Network Leader <b>Arthur Fusco</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>267</b>	Total Number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>9.74%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

In order to identify ELLs, P140 follows a specific procedure. As newly admits go through the initial stage at the Committee on Special Education (CSE), the members of the team in collaboration with the students' parents reach a decision based on the children's needs and make the necessary recommendations. All newly admits are administered the Home Language Identification Survey (HLIS). Translation services are provided to those parents who need assistance during the ELL identification process. If a language other than English is spoken at home then Mrs. G. Ikonou, the certified ESL teacher, who is responsible for the screening, contacts the School Based Support Team (SBST) and after they all have checked CAP and ATS records they make a decision. Based on the responses recorded on the completed HLIS by the parents, a student can be eligible for LAB-R. Mrs. G. Ikonou, the ESL teacher, administers the assessment to indicate eligibility for ESL services within 10 school days of the child's entrance in the school. Students who score at or below LAB-R cut scores are Limited English Proficient and eligible for ESL services. Placement depends on the students' performance. In addition, ELLs who have Spanish as a home language, are administered the Spanish Lab to indicate proficiency in their native language. Mrs. G. Ikonou in cooperation with Mrs. M. Reyes are responsible for administering the exam. Every spring, all the ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Based on their scores they either continue to receive services or they test out, which means that no further services are required except LEP support for two more years.

Just before the newly admit ELLs are placed in the ESL program, the ESL teacher invites all the parents and discusses the program choices. The school shows a video presentation during which the parents can have detailed information about each program in their language. NYC DOE offers ELLs TBE, Dual Language, and Freestanding ESL, however, based on current CSE recs. P140 is only able to provide Freestanding ESL. Entitlement letters are distributed via mail and students themselves. Parent surveys and program selection forms are required to be filled out while parents are still at school during parent conferences.

After the students have been identified as ELLs LAB-R cut scores are used for placement. ELLs are placed in the appropriate language proficiency level. Beginning and Intermediate proficiency level students receive 2 ESL units of study weekly and Advanced level proficiency students receive 1 ESL and 1 ELA unit of study weekly.

Since P140 offers Freestanding ESL only, students who are mandated for bilingual services receive ESL with the addition of an alternate placement bilingual paraprofessional who speaks the student's language.

## Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	26
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	0	19	7	0	7	1	0	1	27
<b>Total</b>	<b>19</b>	<b>0</b>	<b>19</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>27</b>

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	1	8	1	2	4	1	3					21
Chinese														0
Russian								1						1
Bengali			1	1										2
Urdu														0
Arabic								1						1
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	1	2	9	1	2	4	3	4	0	0	0	0	26

## 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?

Paste response to questions 1-7 here

Since P140 is a district 75 school all decisions regarding the services provided to the students are based on the mandates indicated by CSE in conjunction with the parents. ESL classes are mostly 12:1:1 and always in alignment with the mandates stated on the students' IEPs.

In P140 instruction is delivered through Push-In and Pull-Out programs. The ELLs are grouped into homogenous classes based on their grade level and level of language proficiency. Each class consists of ELLs ranged within three grade levels. Beginning or Intermediate language proficiency level Ls receive 360 minutes per week. Advanced ELLs will receive 180 minutes per week of ESL instruction combined with 180 minutes per week of ELA instruction. A combination of Push-in/Pull-out programs as well as appropriate scheduling ensures that the mandated number of instructional minutes is provided.

The ESL push-in model focuses on providing language support to ELLs during their instructional block through the use of a variety of methods based on the students' individual needs. ESL instruction delivered through Pull-out focuses on improving all language skills through the study of all content areas. Collaboration as well as common planning between the ESL teacher and the classroom teachers ensures improvement of all language skills, which leads to academic excellence. Strategies used for these students are Academic Intervention Services (AIS), Scaffolding, and Everyday Math, along with communication devices. Some services provided to our ELLs must be given in their native language. There are alternate placement paraprofessionals who work with our bilingual students throughout the school day. As for the SIFE students, instruction focuses on developing literacy skills. Students acquire the English language through intense instruction, which focuses on all content areas. Although ESL classes are homogenous based on the students' mandated ratios, SIFE students are included in the beginning proficiency level. Differentiated instruction ensures student participation and therefore progress. Additional help by bilingual alternate placement paraprofessionals is also provided. In order to support the needs of our ELL students, the NYS certified ESL teacher follows the New York State ESL Standards and incorporates ESL strategies such as the Cognitive Academic Language Approach (CALLA), Total Physical Response (TPR), Language Experience Approach (LEA), Whole Language Approach, graphic organizers and multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson picture symbols. Additionally, our school uses Achieve 3000, Read 180 and Wilson, which are research based programs. The ESL teacher also uses technology (computer and computer software) to provide students with additional instructional support (e.g. brainpops.com, edhelper.com, eslprintables.com, kizclub.com., and others). To enhance the ELL students' performance in the ESL class, small group instruction and scaffolding techniques are used for targeting ESL skills and content area skills in order for the students to meet their short term objectives and long term goals.

## A. Programming and Scheduling Information

ESL instruction for Newcomers focuses on developing language skills and provides support to help Ls integrate into the new culture. Peer buddy systems, media centers for listening and viewing education video-clips, cultural awareness through the arts and interactive practice and games are some ways of assisting the newcomers. ELLs receiving more than 4 years of service are provided with language support and preparation for the State Assessments. However, most of our ELLs, due to their disabilities, are required to take Alternate Assessments (NYSAA). A request for extension of services has been made for those ELLs who have completed 3 years of services. P140 is providing different support services to help these particular students develop their language proficiency. The strategies used are AIS, Everyday Math and scaffolding along with communication devices to help develop proficiency. Some services provided to these students must be given to them in their native language. In their weekly program we provide beginning and intermediate language proficiency students with 2 units of study and advanced with 1 unit of ESL and 1 unit of ELA. There are alternate placement paraprofessionals who work with those ELLs who are mandated for bilingual services. P140 has provided support for our long term Ls in various ways, which include peer tutoring and small group instruction. Long term ELLs are supported through: assisted instructional technology, AIS, peer tutoring, small group instruction, Wilson Foundations, assistive communication devices and after school PAL program.

P140 provides ESL services to twenty-five out of the twenty-six ELLs. They are served as per their IEPs. One spanish speaking ELL student, a former X-coded student, attends a different location. As a result, he cannot be grouped into the Freestanding ESL program.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

At P140, ESL instruction is delivered through ELA, math, science and social studies content. Based on the ELLs level of language proficiency, subject area texts as well as activities are modified to meet the students' needs. Or Push-in program provides our ELLs with knowledge in content areas while acquiring the English language. Additional programs, such as Read 180, provide students with linguistic and academic support. P140's instructional focus is on the use of ESL strategies; scaffolding, direct and shared instruction as well as classroom libraries, which are established and available in the students' native language. In addition, instruction is always aligned with ELA, ESL and NLA standards. Our school has a 90- minute literacy block. It is during this time that the ESL teacher follows the push-in model to assist ELLs with instruction across all content areas. Monolingual teachers plan along with the ESL teacher on specific school

## B. Programming and Scheduling Information--Continued

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

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Since P140 serves students with special needs, ESL instruction is differentiated to meet these needs. As of now, there are no advanced proficiency level students at P140. However, transitional support will be provided when the ELLs reach proficiency level on the NYSESLAT. They will have the option to continue with certain amount of ESL instruction weekly and additional support during the preparation for state assessments.

Technology is used systematically throughout instruction to ensure student participation and increase student motivation. Native language support is provided by the presence of bilingual paraprofessionals who offer individual assistance. Newly enrolled students are offered orientation sessions, which helps them integrate within the school environment.

At P140, ELLs have equal access to all school programs. Both Push-in and Pull-out programs in conjunction with the presence of Alternate Placement Paraprofessionals who speak the students' native language and are trained in ESL methodology, allow our ELLs to participate actively as well as successfully in all programs.

Apart from technology, use of smart boards and interactive software, ESL instruction is delivered through the use of a variety of materials to meet our students' individual needs. Augmentative Alternative Communication (AAC) devices, which provide visual supports, encourage interaction and increase motivation. Picture symbols promote communication, which leads to learning. Age and grade level appropriate materials, in conjunction with materials specifically adapted to meet the ELLs' special needs, ensure progress in their language learning process. Since the largest number of our ELLs are Spanish speakers P140 offers Spanish as a language elective. Therefore, LEP students have the opportunity to study further their native language as they gradually improve their English proficiency.

## 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

## 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.

Paste response to questions 1-3 here

Staff development (2011-2012): ESL, monolingual teachers and paraprofessionals will attend professional workshops, which are offered by district 75. That information will be turn keyed to the staff at P140. Tentative dates that we have planned for professional development with our staff are as follows: November 8, 2011 (Integrating all content areas for ELLs), January 31, 2012 (Using technology with ELLs), February 18, 2012 (exposing our ELLs to field trips), March 7, 2012, (Behavior Management for ELLs), April 17, 2012 ( Culture Awareness – Understanding where our ELLs come from) and June 8, 2012 (Reflections) . The above professional development sessions will be attended by the entire staff of P140 including : guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinator as well as the ESL teacher, subject area teachers, classroom teachers and paraprofessionals.

At P140 classroom as well as cluster teachers work closely with the ESL teacher to assist ELLs as they transition from one grade to the next and from elementary to middle school. However, ELL training for all staff is very crucial. Frequent reminders of the dates for the Jose P. training program are provided to ensure staff participation and completion of the program. Records of the certificates obtained by the teachers who complete the training, are maintained in the teachers' files.

## 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?

Paste response to questions 1-4 here

Parents of ELLs are made aware of the special education options for their children during the Educational Planning Conference with the Committee on Special Education. At our orientation for parents of newly enrolled ELLs, which is conducted in the fall, P140 provides interpreters for the parents of our ELLs in order to make them aware of the activities planned for the school year, and the services we provide. The school's parent coordinator at P140 offers parents information in their home language and opportunities to train themselves in various aspects of their child's education. This is done by having parents participate in school activities (parent meetings, parent-teacher conferences, monthly assemblies).The parent coordinator also explains how assessments are administered and what the common goals and expectations are for the students to parents.

# 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	8		1	2	1	2					16
Intermediate(I)				1	1		1	1	1					5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)						1								1
Total	0	0	2	9	1	2	3	2	3	0	0	0	0	22

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4	2				2
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			1	13	14

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	1		1						2
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					1		13		14

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
8									0
NYSAA Bilingual Spe Ed					1		8		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				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## 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

<b>School Name: <u>P140K</u></b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michelle Carpenter	Principal		10/24/11
Pamela Clarke	Assistant Principal		10/24/11
Pending	Parent Coordinator		10/24/11
Georgia Ikonomou	ESL Teacher		10/24/11
Pending	Parent		10/24/11
Miguelina Reyes	Teacher/Subject Area		10/24/11
Lucy Bounas	Teacher/Subject Area		10/24/11
C. Tucker	Coach		10/24/11
S. Bynum	Coach		10/24/11
G. Kalman	Guidance Counselor		10/24/11
Arthur Fusco	Network Leader		10/24/11
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75K140 School Name: P140K

Cluster: \_\_\_\_\_ Network: 4

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

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

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

P140K determines its language translation and interpretation needs by using the data gathered when parents complete the Home Language Identification Survey, every time a new student is enrolled in the public school system for the first time. Direct contact with the parents and legal guardians assist with the evaluation and assessment of the school language needs.

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

At monthly SLT and parent/teacher meetings we discuss the school program. These settings are an open forum that is held to identify parents' concerns and needs. Translation is available to parents in their native language. The largest percentage of the Non-English speaking parents speak Spanish while a small number speak Bengali or Haitian Creole. Most of them require written translation while a few both written translation and oral interpretation. The administrative coordinator, parent coordinator, principal and assistant principals as well as the office staff and teachers make sure that Non-English speaking parents' translation and/or interpretation needs are met to ensure constant communication for the students' benefit.

## Part B: Strategies and Activities

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

P140K provides translation services to parents in their native languages by staff that is available. At P140K we currently provide translation services for Spanish, Haitian Creole, Bengali, Russian, and Arabic speakers. Non-English speaking parents have been provided with a translated Bill of Parents' Rights and Responsibilities. P140K has appropriate school signage and form in all five languages mentioned above. School documents are always translated on time since the translated team of the school sets the documents under strict priority.

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.

At P140K oral interpretation services are provided by staff members such as teachers, alternate placement paraprofessionals, and family workers. If an interpreter is required during IEP meetings the parent is informed to contact the chairperson on the Committee of Special Education.

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>.

P140K will fulfill Section V I of Chancellor's Regulations A-663 by translating all notices, memos, and any documents for parents in their native language. As a result, P140K translates documents in Spanish, Haitian-Creole, Bengali, Russian, and Arabic.

**P4K Title III Proposal**  
**Deborah Evans, Principal**

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

**I. Program Overview:**

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

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

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

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

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

There are 56 children of the 331-student or ten percent of the total population at P4k have been identified as English Language learners. Of these identified ELLs, sixteen are mandated for bilingual services. There are fourteen students identified as ESL students. Our English Language Learners come from various cultural backgrounds that include,

but are not limited to; Indian, Chinese, Haitian and Middle Eastern. Please refer to the chart below, which represents the ELL community in detail as per P4k's Language Allocation Policy

Language	K	1	2	3	4	5	6
Spanish	3	5	1	2	3	4	1
Chinese	2	0	0	0	0	1	0
Bengali	1	1	0	0	1	1	1
Urdu	0	0	0	0	1	0	0
Arabic	1	0	1	0	0	1	0
Haitian Creole	1	1	0	1	0	1	2
French	0	0	1	0	0	2	0
Total	5	6	2	2	5	6	3

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

**2010 NYSESLAT Scores (Source: ATS & NYSTART)**

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

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

**Description of supplemental service:**

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

Project Lit-Tech is in the initial stages of development.

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

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

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

The program will be delivered using laptops to aid in the development of the above mentioned materials. Parents will learn the importance and value of building communication systems that are utilized not only in school, but at home as well. The BoardMaker program software will be utilized to assist students and parents to create stories, write auto biographies, create home schedules, utilize picture symbols in the creation of fun recopies and things to share. As these Saturday Institutions are attended, there will be many opportunities to interact with primary as well as secondary English language learners as well as teaching staff and the parent coordinator.

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

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

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

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

**E3- Speaking, listening and viewing**

E3b Students will actively participate in group meetings

**E4- Conventions, grammar and usage of the English Language**

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

**Assessment:**

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

**Delivery of Instruction:**

There will be two classes of ELL students made up of one 12:1:4 and one 6:1:1 groups, respectively. The staff of the Title III program, Project Lit-Tech will consist of one certified ESL teacher and one certified bilingual teacher for the two groups. Additionally, the technology teacher will be collaborating with the ELL teachers and will assist the 12:1:4 classroom with instruction to ensure that staffing ratios remain legally compliant.

One Assistant principal and a parent coordinator will supervise and assist in the facilitation of the program. There will be staff members and paraprofessionals representative of various cultures that will also assist in facilitation of language and translation.

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

2011.

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

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

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

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

## **II. Parent Involvement**

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

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

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

## Project LIT-TECH, Title III Parent Survey

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

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

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

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

II. If you are interested in attending any Project LIT TECH parent activities, Please indicate which days of the week and times are more convenient for You. Please circle all that apply.

- a. Saturdays from \_\_\_\_\_ PM to \_\_\_\_\_ PM
- b. Saturdays from \_\_\_\_\_ to \_\_\_\_\_
- c. During the school day on school days from \_\_\_\_\_ to \_\_\_\_\_

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

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

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

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

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

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

The ESL teacher will deliver expanded and ongoing professional development and implementation of ESL strategies and methodologies. ESL instructor will model activities and programs for staff as preparation for program implementation gains focus. All students and families will have an opportunity to attend workshops with ESL instructor or activities directly created by ESL teacher for this program. Specific strategies will be demonstrated and discussed.

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

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

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

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

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

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**Section III. Title III Budget**

School: 75K004 BEDS Code: 307500013004

**Allocation Amount:**

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$7627.20	<ul style="list-style-type: none"> <li>- 3 Teachers will receive 4 hours of per session each Saturday, for 6 weeks at current rate (49.89 per hour) = \$3592.08</li> <li>- 4 Paraprofessionals will receive 4 hours of per session each Saturday, for 6 weeks at current rate (28.98 per hour) = \$2,782.08</li> <li>- 1 Supervisor will receive 4 hours of per session each Saturday, for 6 weeks at current rate (52.21 per hour) = \$1,253.04</li> </ul>
<b>Purchased services</b> Professional development <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$1589.00	<ul style="list-style-type: none"> <li>- 1 Supervisor will receive 1 hour per Saturday, for 5 weeks at current rate (52.21 per hour) = 261.05</li> <li>- 3 Teachers will receive 1 hour of per session each Saturday, for 5 weeks at current rate (28.98 per hour) = \$748.35</li> <li>- 4 Paraprofessionals will receive 1 hour of per session each Saturday, for 5 weeks at current rate (28.98 per hour) = \$579.60</li> </ul>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Additional curricula, instructional materials.</li> </ul>	\$2850.40	<ul style="list-style-type: none"> <li>- Laminator- 4 @250.00 each = \$1000.00</li> <li>- Laminating Paper 10 boxes @ \$40.00 each = \$400.00</li> <li>- Book Binder Machine 2 machines @ 250 each = \$500.00</li> <li>- Color Ink Cartridges- 12 @ \$25.00 each = \$300.00</li> <li>- Binder Coil- \$160.00</li> <li>- Velcro- \$190.40</li> <li>- Binders, student wallets- \$300.00</li> </ul>
<b>Instructional Software</b>	\$880.00	"Boardmaker" and "Writing with Symbols" x 2 @ 440 each
<b>Parental Involvement:</b> Parent involvement and recruitment will occur during school hours by the Parent coordinator.	\$579.48	Snacks and refreshment allowance: \$579.48
<b>Travel</b>		

Metrocards	\$972.00	36 Metrocards @ \$4.50 per card x 6 Saturdays = \$972.00
<b>Other</b> Professional Development: "Web Literacy" by A. November  For Parental Involvement: Parent Resource Books	\$501.92	Professional development will focus on the importance of integrating technology into our student life; from the book "Web Literacy", by Allen November. 8 books @28.99 each = \$231.92  18 books Building Computer Skills in Spanish and English x \$15 per book= \$270.00
<b>TOTAL</b>	<b>\$15000.00</b>	\$15000.00