



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ 141K _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 75K141 _____

PRINCIPAL: MICHELE THORNTON-MANNIX_ EMAIL MTHORNT@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
Michele Thornton	*Principal or Designee	
Nancy Dolderer	*UFT Chapter Leader or Designee	
Marilyn Rivera	*PA/PTA President or Designated Co-President	
	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	
Jennifer Mallamo	Member/ Teacher	
Simone Sanchez	Member/ Teacher	
Sandi Page	Member/ Parent	
Renukah Blackman	Member/ Parent	
Kisha Mack	Member/Parent	
	Member/	
	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, the teacher response on the Learning survey will improve by minimum 2.5 points in the area of communication as compared to 2011 score of 6.7.

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.
- The learning survey indicated a need for improvement in the area of communication. The overall environment on the Progress report was not promising. Although the learning environment survey only depicted 24% of parents , 42% of staff and 85% of standardized students who participated in the survey this was a glaring issue.
- According to the survey the staff did not feel they had a real voice in what programs were used and planning goals for students.
- Parents wanted more communication regarding school events, resources and students progress.
- Those students who were able to take the survey wanted more input regarding writing choice and trips.
- Many student were not served in OT,PT, ,Speech and ESL which led to parents frustration.
- A solid transition plan was needed for the 12:1:1 students who were being transferred to another site in our organization.

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.
 - 1) *Phone messenger will be renewed to send out important messages and events to parents,*
 - 2) *Clear envelope system will be used to improve the paper information and documentation between home and school. Survey of staff to see if clear envelop system is going back and forth to home and school*
 - 3) *APs have been designated to work with a specific cohort of teachers and students to promote consistency across the various school populations, 6:1:1 12:1:4, 12:1:1 and 8:1:1.*
 - 4) *Email correspondence through ARIS community to send emails to all staff in the organization.*
 - 5) *Unit teacher meetings to continue to share the information between sites, and to improve communication among sites.*
 - 6) *Parent survey sent out by Parent coordinator to assess the needs of the parents.*
 - 7) *SLT minutes to be shared on community board at each site.*
 - 8) *Team day structure established where related service providers and teaching staff work together to improve student outcomes together. The teachers will be involved with this structure once a month for full day facilitated by the designated assistant principal to share best practices and improve collaborative inquiry. Per diem teachers used to cover the teachers while staff are at the team day meeting -. Team day agendas and surveys of the staff regarding the implementation of team day.*
 - 9) *Survey of standardized students to explore trips and community work they want to do in alignment with Project Genesis. Alternate assessment middle school to be involved as well*
 - 10) *Open house, student assemblies and Parent teacher conferences will be offered so parents can be comfortable in entering our community.*
 - 11) *Title III plan used to provide services to parents and students based on their needs through outside vendors to provide strategies to use at home.*
 - 12) *3 OTs, 1 Speech, and 1 more ESL teacher were hired to meet the related service mandates.*
 - 13) *Highlight student of the month and celebrate students success at assemblies.*

reflection sheet of the students and attendance sheets from the trips, whether they are cultural or Project based.

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.

The phone messenger system paired with the clear envelopes will inform parents of the workshops, events and surveys given this year.

Preliminary survey sent out to parents in December and February to assess how we are doing on an ongoing basis, and to revise what is not working.

Reminders of SLT and PA meetings so parents can attend. Staff members to present at SLT to share programs with all constituent groups.

Related service providers providing workshops for parents.

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.
- There is a three tier interview process when applying for our programs, where by there is a 2 person interview, a 2 person view of demonstration lesson and feedback session prior to being hired.
- Each teacher is assigned to one instructional supervisor, as their team day structure, so there is continuous communication and professional development by AP and other staff members.
- New teachers are assigned a mentor who is a teacher in the organization.
- School based coach has a plan of action with many of the new teachers as well as on an as needed basis in conjunction with the AP.
- Professional learning communities have been created so teachers are participating in collaborative inquiry.
- Teachers may attend district wide trainings, and professional development sessions through Teachscape and district webinars. Intervisitations are also suggested..

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.
- Parent coordinator, counselors, and attendance teachers link the parents and families to much needed services through city agencies, ACS prevention teams, and groups with Kingscounty and outside agencies.

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.

\$1200.00 OTPS for phone messenger system

Supply money \$240.00 clear communication envelopes
400 per diem days, \$50,000.00 per diem coverage, \$5000.00 prep coverage finances pending .
\$20 per student for project genesis and trip monies \$6000.

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, teachers will demonstrate improved delivery of targeted instructional strategies evidenced by low-inference observation measured through a research based instructional rubric.

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.
- 2010-2011 school year, 8 teachers transferred- 1 with extension of probation, 2 with U ratings, 3 due to location and 1 due to maternity
- NYSAA scores indicate 30 errors , where 18 were not scored, and 60% levels of independence were at level 3. This indicated teachers needed to be more explicit in their teaching and also needed to reduce prompting.
- Teachers did show improvement throughout the year in pedagogy, 70% of those who received 1 unsatisfactory observation did receive an satisfactory observation later in the year. Most teachers were observed at least 3 times. However teachers required more feedback.
- Common Core Learning standards have been adopted and a new cohesive language needed to be shared with teachers. The feedback needs to be timely and focused so teachers can continue to think critically about their teaching and focusing on student outcomes.
- 47% of our 69 students were on level 2 or 3 in ELA, where as 53% were on level 1. In Math 33% were on level 2 or 3 whereas 67% were on level 1.

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.
- 1) *All supervisors will do 5-6 frequent classroom walkthroughs with the lens of learning activities and critical questions for each teacher. Teachers will create accounts and attend to minimum of 4 professional development modules online through the Teachscape resource library.*
- 2) *Create quality improvement plan with school specialist- to be attached. Professional development modules will be created around workshop model and the connection to CCLS.*

- 3) *School based coach and other lead teachers will mentor the new teachers to provide consistency amongst the sites and the school vision of collaboration and communication.*
- 4) *APS will keep teacher contact logs for their designated teachers and follow and observation schedule to allow for more consistent and frequent feedback.*
- 5) *SANDI license was purchased for 200 students (50. Per student) as an assessment for alternate assessment students. A team of teachers will go to professional development for any adaptations to the program.*
- 6) *Rethink autism web based lessons was purchased to target younger student with autism as a pilot program.*
- 7) *ABLLS assessment will be researched even deeper and district coach used.*

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.

The phone messenger system paired with the clear envelopes will inform parents of the workshops, events and surveys given this year.

Preliminary survey sent out to parents in December and February to assess how we are doing on an ongoing basis, and to revise what is not working.

Reminders of SLT and PA meetings so parents can attend. Staff members to present at SLT to share programs with all constituent groups.

Related service providers providing workshops for parents. Calling code logs are used. Communication books/sheets are implemented for daily performance or behavior.

Workshop on ELA strategies, language development , math games and NYSAA will be given to parents.

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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.
 - 1) *School created report of walkthroughs done and information recorded.*
 - 2) *School created report of those who participated in an online learning session.*
 - 3) *QIP plan to be created by December 1⁹ with input from the team.*
 - 4) *Mentoring hours to be logged in the MTS system.*
 - 5) *Professional development offered by District 75 and opportunities for staff to attend them.*

Teacher contact logs will be submitted the first of every month

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.
- EASE grant which is professional development grant in conjunction with District 75 where teachers participate in everyday arts to teach academic and language processing skills.

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.
- *Teachscape license per year \$2800.*
- Rethink Autism \$4000.
- Team day sessions per diem coverage money
- SANDI license 10,000.

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 improve the mastery of skills in ELA and Math, evidenced by completion of a task in each, aligned to the CCLS. All revisions and submissions need to be completed by this Friday, December 9 at noon.

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.
 - 1) *Coherent unit of study will be created to incorporate the common core learning standards in each grade level. (per session money 15 hours x 15 teachers))*
 - 2) *Team day structure will be implemented to allow for teachers to develop the performance tasks to show the students depth of knowledge and revise if needed. (per diem coverage days)*
 - 3) *PLC meetings will take place where teachers are involved in collaborative inquiry to target the skills needed for each task as well as how to incorporate the IEP goals into the unit.*
 - 4) *Various texts of varying complexity will be ordered to meet the appropriate reading levels for the students. (\$8000.)*
 - 5) *Story books connected with math concepts are ordered to incorporate literacy into the math instruction for alternate assessment students (\$3000)*
 - 6) *Ablenet math equals program has been ordered for some math classes to meet the individual learning needs and adapt the materials to teach concepts needed. (\$5100.)*

Treasures reading system will be implemented with a cohort of students to give more specific reading skills to those students who have weakness in specific areas, to aid in skill building to complete the performance task. .

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.
 - 1) *Alternate assessment unit of study distributed to all teachers via a CD. Adapted materials are available on the cd.*
 - 2) *Performance tasks will be reviewed by the QIP team to assess if the task is aligned with the Common Core learning standards.*
 - 3) *Portfolio binders will be reviewed by Assistant Principals on Nov1, Jan 10 , March 20 and June 15 to reflect verifying evidence the work has met the rubrics.*
 - 4) *NYSAA binders will be completed by using some materials from the portfolios that were linked to AGLIs.*
 - 5) *Ablenet data will be collected on 8 week basis as well as Treasures data.*

Inquiry spaces will be reviewed for agendas, goals, strategies and future agendas.

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 #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.
By June 2012, 10% of our students will move toward LRE with regards to placement, ratio of grouping, related services or prompting as evidenced by school-created rubric.

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 continue to search for ways to reduce services and create more independence for our students .According to our progress report we had 35 students go LRE but in comparison to our peer horizon it did not make the cut.
- Although we start the process in November, since we do not have our own school psychologist at times the reviews are not done in a timely manner. Students may not be slated or picked up by a community school until following September. Therefore this will be an ongoing goal.

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.

- *All related service providers will participate in at least 2 team days.to incorporate consistency and review IEPs and progress of served students.*
- *Ongoing assessment and data will be collected for students with SWIS, Project Genesis point levels, BIPs, and prompting cues.*
- *ABLLS data, SANDI data and SWIS data will be reviewed,*
- *Each student will participate in a minimum of 1 community trip exposing students to different people and different environments.*
- *Attendance logs of team days.*
- *DATA sheets will be provided by class teachers, related service providers and data specialist to capture the prompting levels. .*
- *SEC reports will be reviewed, and the BIG five (141K) document will be submitted.*

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								
5								
6	6	6			2	0	6	
7	10	10	4	4	3	1	12	
8	12	12			3	0	20	
9								
10								
11								
12								

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	Services will be provided during the teachers' professional period, small groups sessions in class and afterschool program if applicable. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 2-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: Kaleidoscope, Scantron, and Kaplan skills.
Mathematics	Services will be provided during the teachers' professional period, small groups session in class and afterschool program if applicable. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 2-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: NY Coach Scantron activities and, Kaplan Advantage
Science	Services will be provided during the teachers' professional period. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 2-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: Full-Option Science System activities to supplement the units of study.
Social Studies	Services will be provided during the teachers' professional period. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 2-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: Scantron performance Series to foster vocabulary growth, Kaleidoscope to assess students' learning styles and implement project-based learning in conjunction with the units of study..
At-risk Services provided by the Guidance Counselor	Services will be based on IEP mandates. In addition, each clinician will provide individual and whole class assistance utilizing the Emotional Literacy curriculum. There will be discussions, role-playing, and journal writing to broaden each student conception of conflict, diversity and de-escalation. Emotional literacy components, such as the mood meter, and blueprint will be used. Stakeholders will also refer to Scholastic's book series, <i>Choices</i> , to conduct activities and generate discussion related to students' social/emotional needs.

<p>At-risk Services provided by the School Psychologist</p>	<p>Services will be based on IEP mandates. In addition, each clinician will provide individual and whole class assistance utilizing the Emotional Literacy curriculum. There will be discussions, role-playing, and journal writing to broaden each student conception of conflict, diversity and de-escalation. Emotional literacy components, such as the mood meter, and blueprint will be used. Stakeholders will also refer to Scholastic’s book series, <i>Choices</i>, and connections to the units of study to conduct activities and generate discussion related to students’ social/emotional needs.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Services will be based on IEP mandates. In addition, each clinician will provide individual and whole class assistance utilizing the Emotional Literacy curriculum. There will be discussions, role-playing, and journal writing to broaden each student conception of conflict, diversity and de-escalation. Emotional literacy components, such as the mood meter, and blueprint will be used. Stakeholders will also refer to Scholastic’s book series, <i>Choices</i>, to conduct activities and generate discussion related to students’ social/emotional needs.</p>
<p>At-risk Health-related Services</p>	

**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/Arthur Fusco	District 75	Borough Brooklyn	School Number 141
School Name P141K			

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

Principal Michele Thornton-Mannix	Assistant Principal Mr. Carroll Scott
Coach Natalie Meek	Coach type here
ESL Teacher Joanne Glaski	Guidance Counselor Ms. Valentin
Teacher/Subject Area Melida Gaertner, ESL	Parent
Teacher/Subject Area Tanya Quinones, Sp Ed	Parent Coordinator Patricia Lysius
Related Service Provider Monique Wheeler	Other
Network Leader Arthur Fusco	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	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	2	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	353	Total Number of ELLs	51	ELLs as share of total student population (%)	14.45%
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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

When new students arrive at P141K initial ELL identification is done at the CSE. After a language other than English spoken in the home is determined, the student is eligible to take the LABR. If the student does not pass the LABR in English, and if the student is Spanish speaking, he/she will take the Spanish LABR. In some cases, when a new student arrives at P141K without a home language survey, the certified ESL teacher(s) Joanne Glaski and Melida Gaertner, conduct the Home Language Identification Survey, which includes an informal interview in English and in the native language of the parent. Several languages other than English are spoken by the pedagogues at P141K and they are; Hatian Creole, Yiddish, Spanish, Russian, Albanian, Chinese, Polish, Arabic, and Bengali. These pedagogues will speak in the native language of the student and conduct the Home Language Survey. Upon assessment of the interview, the New York State permanently certified ESL teachers at our school determine the home language of the incoming student. When another language is spoken in the home and understood by the student, he/she is eligible to participate in the LAB-R, if he/she has not done so at the CSE, which is administered within the first 10 days following the first day of entrance. If the student does not get a passing score on the LAB-R, and if they are Spanish speaking, the Spanish LAB is administered to assess their Spanish language proficiency. Upon evaluating the score on the LAB-R, it is determined if the student is eligible for the ESL program. Students are also identified by utilizing the ATS report RLER and RLAT which identifies students who are eligible for the LAB-R and those who participated in the NYSESLAT while attending other NYC schools.

To annually evaluate the level of English of ELLs at P141K, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs. This test is administered by two certified ESL teachers, Melida Gaertner and Joanne Glaski. Procedures for ensuring that the four components of the NYSESLAT are administered include testing all students who are enrolled in ESL. Each student regardless of their disability will be given an opportunity to participate in all four components of the NYSESLAT. The ESL teachers will keep a list of all the students and record that all four components of the NYSESLAT have been completed by the student.

Depending on the score, students may be at beginner, intermediate, advanced or proficient level. ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYS Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers.

Students at the advanced level will receive 1 unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Options for special education at District 75 are discussed at the CSE and are aligned with parent request. Through the school's

Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	0	2	2	1	2	2	1	1	1	0	1	15
Total	1	1	0	2	2	1	2	2	1	1	1	0	1	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	51
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	6

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	8	0	0	0	0

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	
Dual Language	0	0	0	0	0	0	0			0
ESL	37	0	37	8	0	0	6		6	51
Total	37	0	37	8	0	8	6	0	6	51

Number of ELLs in a TBE program who are in alternate placement: 10

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	4	7	1	3	9	5	1	1		1	37
Chinese		1		1				1	1					4
Russian								1						1
Bengali								1						1
Urdu														0
Arabic				1	1		1							3
Haitian							1		1					2
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian							1							1
Other											1			1
TOTAL	1	3	2	6	8	1	7	12	7	1	2	0	1	51

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

The ESL program at P141K is a push in /pull out model. Our ESL program is composed of 51 ELLs 50 of whom are assessed using the NY State Alternate Assessment (NYSAA) and one is assessed with standardized assessments. Of the 51 students who are ELLs, 10 students have IEPs indicating, "Monolingual Instruction without ESL". These ten ELL students are in Alternate Placement, subsequently, their IEP indicates a Bilingual program. Students in an Alternate Placement setting receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Each student is served according to their IEP. When creating ESL groups, the ELLs are grouped heterogeneously, but no more than three years difference in chronological age.

The ESL teachers will collaborate with the elementary cluster/classroom teachers of the ELL students during the common preparation periods that exist twice per week. During these planning periods, each teacher will create materials, plan assessments and lessons and also evaluate past lessons. At the high school level, common preparation periods are provided to enable ESL teachers to plan curriculum and units of study three times per week. The ESL teachers will provide to students using strategies such as TPR, graphic organizers, Language Experience Approach and text adaptation. Also, ESL will be provided through a combination of push in and pull out models of instruction at the elementary level, and as a push in model in the high school. Additionally, instructional materials which are both grade and age appropriate include content area books, Rigby (On Our Way To English), Penguin Adapted Novel Sets, teacher made adapted books, Mayer Johnson picture symbols as well as an array of augmentative communication devices. Such devices include cheap Talk, Step by Step, Tech Talk, Go Talk, and Communication Skills Builder. At the elementary level, trade picture books are adapted with picture symbols, textured materials, props and puppets, so that language acquisition will be fostered and meet the diverse needs of the student population.

P141K's teachers and paraprofessionals serving ELLs will also be supported through Coaching services provided by the district's instructional coaches. In addition, P141K will encourage the attendance of Bilingual, ESL and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs.

Teachers will demonstrate self learning and professional development by attending off site workshops. With support, teachers will model academic language and consistently spiral language so that students language proficiency grows. Evidence of student work displayed in each language and class libraries are clearly defined. All students in bilingual classes receive the number of units of ESL in instruction as required by CR part 154.

The use of ESL strategies, scaffolding, classroom libraries in English, as well as the use of ESL Standards, are all an integral part of the instruction of our ELLs. Instruction is differentiated for ELLs with severe disabilities and more adapted books need to be added to the classroom libraries. Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP

A. Programming and Scheduling Information

recommends bilingual instruction. At P141K we have bilingual picture books and materials. These materials are read by bilingual staff to the students who share the same native language. Many times throughout the day the bilingual ESL students will participate in verbal dialogue with a staff member (paraprofessional, counselor, teacher or administrator). A staff member is always available to provide interpretation for the student or parent in their native language.

ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. In high school (grades 9-12), students at the Beginner level will be provided with 540 minutes of ESL per week. Those at the Intermediate level will have 360 minutes per week and Advanced students will have 180 minutes of ESL and 180 minutes of ELA. Students will be grouped according to English Language proficiency based on their score obtained on the NYSESLAT. Group size will be maximized while maintaining student staff ratios specified on each student's IEP. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, digital camera, recording devices etc... will be incorporated to give the students additional instructional support. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress. If eligible, students will be administered the Spanish LAB to determine the proficiency of their native language. There are also bilingual psychologists available for annual reviews, who may speak one of the languages listed: Spanish, Bengali, Chinese, Arabic, Yiddish, Russian, Albanian, Haitian Creole or Polish.

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, and graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology and augmentative communication devices paired with Mayer Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in Alternate Assessment additional instructional support. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

Currently we have 35 newcomers they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. The classroom teacher will be offered additional support and continuous consultations with the ELL teacher. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, Title III Saturday Academy program and participation in clubs, such as student government will be offered to SIFE students. ELLs continue to receive support and reinforcement of their expressive language development through the use of Picture Exchange Communication System (PECS) and their receptive language development through the use of Goosen's Aided Language Stimulation, ALS, (integrates symbols into daily classroom and group activities). Overall, communication skills are addressed through other forms of Augmentative and Alternate Communication (AAC) systems. At this time we do not have SIFE students, but if and when we do we will offer communication in the Native Language in both written and verbal form, mandated ESL services, a buddy system, peer tutoring, and Title III Saturday Academy to each student. Students characterized Extended servicable ELLs have been receiving ESL services for a time more than 3 years, but less than 6. At this time we have 10 such ELL students. Students At this time we have 6 ELLs, students who have completed 6 years of ESL service. Such students, serving 6 years or more and those with 4-6 years will be supported with services from an ESL teacher, and instruction will be provided to coincide with the students IEP goals and objectives. At P141K, ELL students receive an extension of services for ESL until they score proficiently on the NYSESLAT and until the IEP reflects that they no longer have ESL for their individual program.

At P141K, ELL students receive an extension of services for ESL due to their individual and specific education needs. Two fully certified ESL teachers, Joanne Glaski and Melida Gaertner, provide support and academic intervention to these students for at least 150 minutes per week. These teachers use various ESL methodologies, such as: Total Physical Response (TPR), Language Experience Approach (LEA), Cognitive Language Learning Approach (CALLA), graphic organizers, and manipulatives such as Mayer Johnson picture symbols to represent words and actions.

The use of technology is incorporated to give students additional instructional support. These researched based programs includes

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.
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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.
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Through the Federal Title III program grant, we will be offering after school and Saturday workshops to parents and students of ELLs. Such workshops will be informative and interactive. Parents will participate in workshops to better assist their children at home with home work and topics learned at school, and students will have instructional classroom support by a certified special education and or bilingual teacher.

Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP.

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B. Programming and Scheduling Information--Continued

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

At this time there is no dual language program at P141K.

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

D. Professional Development and Support for School Staff

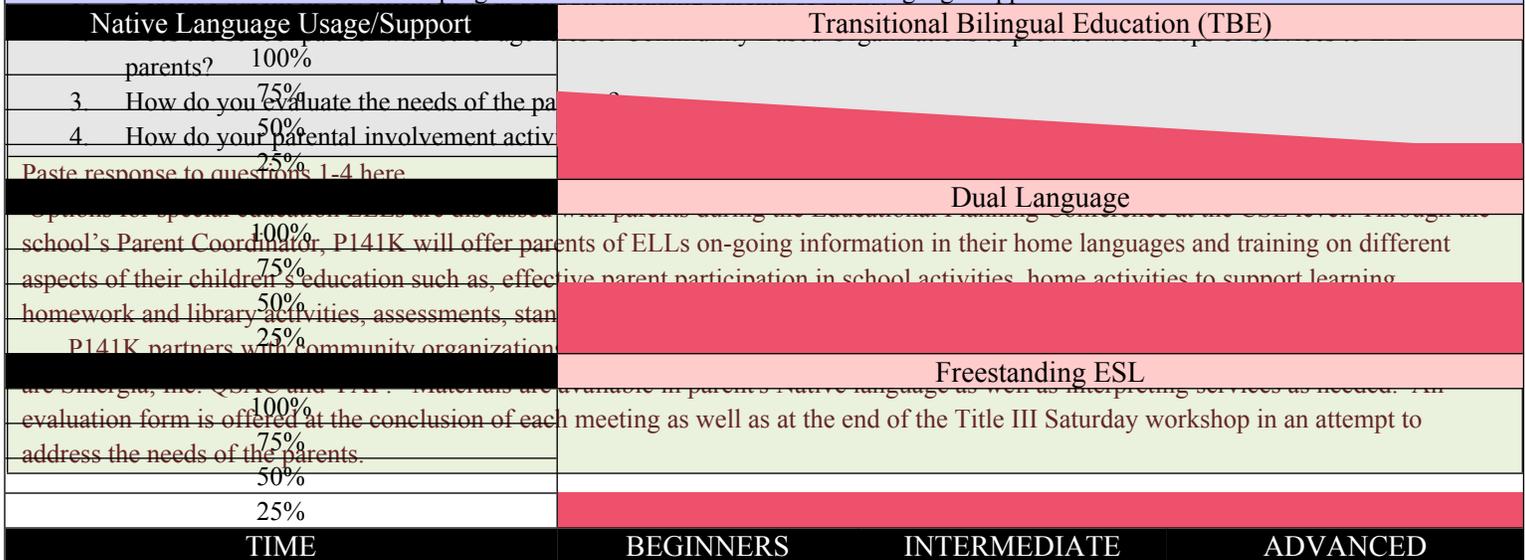
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for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

Paste response to questions 1-3 here \

During the 2011-2012 school year, P141K's professional development plan for all staff including assistant principals, counsleors, speech therapists, Occupational therapists, Physical therapists, teachers, paraprofessionals, secretaries, psychologists, family workers and school aides, who provide services to ELLs will be included in the following: Jose P Training offered by the district in November 2011 and January 2012. They will learn strategies and methods such as the delivery of TPR (Total Physical Response), scaffolding, the Language Experince Approach, and the development of graphic organizers. Staff participation will be recorded on form # 8 of the P141K ELL Compliance Document. Professional development instruction will include CALLA Instruction in September 2011, training on the Assessment of Basic Language and Learning Skills (ABLSS) in October 2011 The Language Experience Approach in February 2012, Total Physical Response in March 2012, Strategies and Materials for Alternate Placement Instruction in April 2012, NYS ESL Standards in May 2012, and The Adaptation of ESL Materials for the Education of ELLs with Severe Disabilities in June 2012. Staff who provide services to ELLs will receive support as the students transition from one school level to another and they will also discuss student progress, famliy involvement and methodologies that work best for each student. In addition, our homeroom teachers and ESL teacher will work collaboratively in sharing best practices and methodologies with the school community. Records of attendance will be maintained through a staff sign in sheet which will be stored in the administrators office.

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?

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Through the Federal Title III program grant, we will be offering after school and Saturday workshops to parents and students of ELLs. Such workshops will be informative and interactive. Parents will participate in workshops to better assist their children at home with home work and topics learned at school, and students will have instructional classroom support by a certified special education and or bilingual teacher.

Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP.

At this time, no programs/services for ELLs will be discontinued, but ELLs will have the opportunity to participate in the Title III Saturday program which is a supplemental language enriching program occurring on five Saturdays in 2012. This program will invite all ELLs to participate in additional instruction for four hours per each Saturday. The sessions will have carefully designed lessons that address language acquisition and academic enrichment. ELLs will be invited to the program with a letter explaining the details, written in their native language as well as with a phone call to the home. The school at P141K invites all students to events and keeps them informed by communicating with the home in their native language via phone calls or written materials.

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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)?

Paste response to questions 1-5 here

At this time there is no dual language program at P141K.

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 \

During the 2011-2012 school year, P141K's professional development plan for all staff including assistant principals, counsleors, speech therapists, Occupational therapists, Physical therapists, teachers, paraprofessionals, secretaries, psychologists, family workers and school aides, who provide services to ELLs will be included in the following: Jose P Training offered by the district in November 2011 and January 2012. They will learn strategies and methods such as the delivery of TPR (Total Physical Response), scaffolding, the Language Experince Approach, and the development of graphic organizers. Staff participation will be recorded on form # 8 of the P141K ELL Compliance Document. Professional development instruction will include CALLA Instruction in September 2011, training on the Assessment of Basic Language and Learning Skills (ABLSS) in October 2011 The Language Experience Approach in February 2012, Total Physical Response in March 2012, Strategies and Materials for Alternate Placement Instruction in April 2012, NYS ESL Standards in May 2012, and The Adaptation of ESL Materials for the Education of ELLs with Severe Disabilities in June 2012. Staff who provide services to ELLs will receive support as the students transition from one school level to another and they will also discuss student progress, famliy involvement and methodologies that work best for each student. In addition, our homeroom teachers and ESL teacher will work collaboratively in sharing best practices and methodologies with the school community. Records of attendance will be maintained through a staff sign in sheet which will be stored in the administrators office.

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

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

P141K partners with community organizations at monthly PTA meetings and after school and Saturday workshons. Such organizations

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P141K partners with community organizations at monthly PTA meetings and after school and Saturday workshops. Such organizations are Sinergia, Inc. QSAC and YAI. Materials are available in parent's Native language as well as interpreting services as needed. An evaluation form is offered at the conclusion of each meeting as well as at the end of the Title III Saturday workshop in an attempt to address the needs of the 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)	1	3	2	6	8	1	6	12	7	1	2	0	1	50
Intermediate(I)							1							1
Advanced (A)														0
Total	1	3	2	6	8	1	7	12	7	1	2	0	1	51

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

NYS ELA

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

All students, except for one, of all the ELLs at P141K are in alternate assessment. At P141K, we use the NYSAA, Brigance, VORT and SANDI assessment with our students, including the ELLs. The Brigance, VORT and SANDI are hand scored by the teacher who works with the student. The Brigance, VORT and SANDI assess a continuum of behaviors and skills. They contain observable traits referred to as behavioral characteristics. These assessment results are very helpful to the classroom teacher from one year to the next as it can describe the behavioral functional level of the student in a classroom setting. Upon reading these non standardized assessments for each child, teachers can make choices of how to adapt curriculum to meet the individual needs of each child in their classroom. The NYSAA (New York State Alternate Assessment) tool is scored by the state and measures academic functioning in the areas of Math, Science, Social Studies and ELA. By February of each year the test documents are delivered to the state and by April the score results are available. Scoring is based on a rubric of 1-4, 4 being the highest and 1 being the lowest. ELLs scored comparable to their monolingual peers in alternate programs. As we examine the patterns across the four NYSESLAT modalities, speaking is the strongest followed equally listening and reading with writing being the weakest modality. After analyzing this information, teachers will emphasize writing tasks during instruction.

In 2011 4 ELLs participated in the Science and 0 students completed the Social Studies NYSAA, while 38 were assessed in Math. 38 students in the spring of 2011 were assessed with NYSAA ELA. Grade levels are determined by NYS according to the birth date of

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: 141K

School DBN: 75K141

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/31/11
	Assistant Principal		10/31/11
	Parent Coordinator		10/31/11
	ESL Teacher		10/31/11
	Parent		10/31/11
	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		10/31/11
	Coach		10/31/11
	Coach		10/31/11
	Guidance Counselor		10/31/11
	Network Leader		10/31/11
	Other		1/1/01

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We used data from the school demographics and the accountabilities profile, home surveys prior to child's admission into school, outreach via home telephone calls by the PA Executive Board and when necessary, home visits by our family worker.

- 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.**

Spanish is the prominent language for translation and interpretation within the P141K organization, specifically at PS380. The findings were reported to the school community via the Parent Coordinator's school's newsletter. At P141K there are approximately 80 parents who speak another language other than English in the home. Such languages include Urdu, Arabic, Yiddish, Polish, Bengali, Chinese, Albanian, Greek and Russian. Materials will be translated as needed into these languages by using the DOE Office of Language and Interpretation.

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.**

P141K dual language staff members have been given a calendar of the upcoming school events and functions. They will translate all in-house written correspondences between the school and home for the entire school community. Members of our PA Executive Board will

provide additional assistance. Also, we have and will continue to use DOE Office of Translation and Interpretation Unit. We will provide oral interpretations from English to Spanish, Urdu, Arabic, Russian, Polish Bengali, Chinese, Albanian, Greek and Yiddish at various meeting and workshops. Selected staff such as counselors, paraprofessionals, teachers and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.

- 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.**

We will provide translations from English to Spanish at various meetings and workshops, selected staff and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit. We will provide oral interpretations from English to Spanish, Urdu, Arabic, Russian, Polish, Bengali, Chinese, Albanian, Greek and Yiddish at various meeting and workshops. Selected staff such as counselors, paraprofessionals, teachers and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.

- 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>

P141K will obtain from DOE website information in each of the covered languages. Whenever scheduled IEP meetings, Parent/Teacher Conferences, PA Meetings and other school-related functions are held, we will access the services of DOE Office of Translation and Interpretation Unit and/or our own qualified staff. We will provide information on the Parents Bill of Rights and Safety Plan for students through written and oral interpretation in Spanish, Urdu, Arabic, Yiddish, Polish and Russian as well as any other languages that parents may speak.

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: P141K	DBN: 75141K
Cluster Leader: Gary Hecht	Network Leader: Arthur Fusco
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 12 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

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:

For the 2011-2012 school year, there are 51 ELL students who are all in alternative assessment. The ELL population (51) is 14% of the total school population of 353. Methods of determining English language proficiency and/or English language skills include the NYSESLAT, Brigance, ELA, NYSSA, and ABLLS-R.

ELL students to be served are in grades K- 12, ages 5 to 18. These students are classified as multiply disabled, intellectually disabled, autistic, PDD, and emotionally disturbed. Student to staff ratios in classes are as follows; 12:1:1, 12:1:4, 6:1:1 and 8:1:1. The languages spoken and number of students are as follows: 37 Spanish, 3 Arabic, 1 Polish, 1 Yiddish, 2 Haitian, 4 Chinese, 1 Russian, 1 Bengali, and 1 Albanian. 51 students participated in the NYSESLAT in May 2011. 50 students scored at the beginner level on the NYSESLAT and 1 scored at the intermediate level. Based on the NYSESLAT results, speaking is the stronger modality. The raw score on speaking was higher than the reading and writing scores. The lowest scores were in writing and reading, however, progress in all four modalities has increased from previous years of administering the NYSESLAT.

The Title III Saturday program will take place using two classrooms of students. Each of the two classes will be staffed with a certified ESL teacher and Special Education/Bilingual teacher. The program will address ESL standards, ELA and Science standards and appropriate AGLIs via school based themes. P141K will provide one supervisor, 6 paraprofessionals and two teachers as needed based upon the population of the participating students and their parents. One supervisor will be provided because our supplemental instruction occurs on Saturday and an administrator is needed to be present to ensure that all compliance and instructional requirements are being met. Students and parents will be asked to pre-register so that we can anticipate the needs of attendees.

The Title III Saturday Program at P141K will occur on 5 Saturdays throughout the 2011-2012 school year from 9:00 a.m. to 1:00 p.m. Student instruction will be provided during this time. The proposed dates will be January 28, 2012, March 3, 2012, March 24, 2012, April 21, 2012 and May 5, 2012. There will be five instructional sessions for students, of four hours each, while parents attend a workshop. On these Saturdays, parents will accompany their child to the school site, PS380 by 9:00 a.m. and leave by 1:00 p.m. Each parent and their child who attend will receive a \$4.50 Metro Card for transportation. Students will be grouped according to their IEP mandated service, i.e. 6:1:1 or 12:1:4. There will be two classrooms, one serving 12:1:4 students and the other serving 6:1:1 students. Each class will be staffed with a certified ESL teacher and Special Education/Bilingual teacher. English will be the language of instruction.

Teacher(s) participating in this program will be ESL or Special Ed/Bilingual certified. There will also be one Haitian Creole speaking paraprofessional, one Bilingual Arabic and 4 Spanish speaking paraprofessionals in this program. One paraprofessional will be used as an interpreter for parents during

Part B: Direct Instruction Supplemental Program Information

their workshop and the remaining 5 paraprofessionals will be in the classrooms in order to provide the 12:1:4 and 6:1:1 ratios as mandated on student IEP's.

The P141K Saturday direct instruction supplemental program will reflect the cultures of the students at our school. The students will be studying the folktale, Cinderella, from four different cultures of origin that represent our student body culture. American, Asian, African, Middle Eastern and Hispanola versions of Cinderella will be read and researched. Each Saturday session, students will study a Cinderella story version from one of the above mentioned cultures of the world. Activities planned for students will supplement the curriculum and will be aligned with their individual needs based on the IEP and cognitive levels. The supplemental instructional services will focus on language development in English, native language, high academic achievement in math and other core areas based on individual student needs. Materials used will be differentiated and adapted to meet individual students' goals as stated on their IEP. For example, augmentative communication devices will be programmed to reflect responses pertaining to that day's lesson, as well as the use of Mayer-Johnson symbols and adapted books. Writing tasks will be adapted and student's verbal responses will be recorded by teachers or paraprofessionals to foster comprehension. Students will also benefit from Native language support given by bilingual paraprofessionals and teachers as well as the use of augmentative communication devices. Manipulative materials such as paper, writing implements, glue, scissors, multitextured craft materials, paint, brushes, clay, sponges, stencils, etc, will be needed for students to complete tasks presented to them at each of the four Saturday sessions. In addition students will further develop their literacy skills by reading/listening to the books found within the 31 Title Library from Knowledge Industries. This kit is aligned with the Common Core Learning Standards and it will build fluency, vocabulary, speaking and listening skills, through the use of its research based activities, assessments and materials.

To help foster language development and communication amongst our students who are ELLs, we plan to purchase two iPads, one for each classroom. During lessons, students will be instructed in how to create a photo or written essay, a multimedia presentation and/or perform a role play based on the cultural version being taught for each of the four Saturday programs. They will be able to experience virtual tours of the countries and regions associated with the cultural region being studied during that week. The iPad also offers a range of free applications that enrich language, fine motor skills, as well as math, reading and science. Students will be assisted in taking photos with last year's purchased digital cameras, as well as downloading and printing such photos to complete their projects. With the use of the iPads, students will be able to create a brochure, research real time information, read, write and listen to information presented through technological media. With assistance and guidance from the teachers and paraprofessionals students will learn about the geography, topography, cultural beliefs, customs, food, music, the arts, government and language of each of the multicultural regions featured weekly. Activities will be differentiated to each student's abilities as well as aligned with their individual annual goals and objectives, according to the IEP. These activities are in alignment with the Common Core State Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical subjects.

In addition, standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature will be incorporated into the students' lessons. We will also use language literacy materials such as Fonolibros, EDL Leveled

Part B: Direct Instruction Supplemental Program Information

Libraries and Pequenita Celebraciones. The use of bilingual software and multimedia equipment will enhance and support the development of their native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication.

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: [??????](#)The professional development for staff participating in the Title III program will occur during four workshops offered after school (2:50 – 4:20 PM), during the 2011-2012 school year, at PS380, 370 Marcy Ave. Brooklyn, NY 11206. The certified ESL teacher (Ms. Glaski) will conduct the professional development workshops. Participants will be an assistant principal, 2 ESL teachers and the 6 paraprofessionals who will be participating in the Title III supplemental program. The Assistant Principal's working day is from 8AM to 4 PM, therefore he will be paid from 4PM till 4:20 PM (20 minutes) for each of the four professional development sessions. During the workshops on December 6, and January 10, 2012, January 24, and February 7, 2012,. On December 6, 2011, the professional development workshop will discuss the technique of Total Physical Response, an ESL teaching methodology. On January 10, 2012, participants will learn about CALLA (Cognitive Language Learning Approach). During January 24, 2012 workshops, participants will be taught how to implement the Language Experience Approach methodology. Finally, on February 7, 2012, participants will demonstrate their understanding of TPR, CALLA and the Language Experience Approach methodologies by developing lessons that utilize these strategies. As a result of the workshops, participants will expand their knowledge on techniques such that can be implemented in teaching ELL students with special needs.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Letters from the official Department of Education website informing parents of the Title III program will be sent home in each parent's native language. Information about the topics of each workshop and how they will help parents with their child will be included. Additionally, parents will receive reminder letters and phone calls as the dates for workshops approach and bilingual paraprofessionals will be available to assist parents with their native language needs.

Parent Involvement activities will take place from 9:00 AM to 1:00 PM, on the same days of the instructional program(Jan 28, Mar 3, Mar. 31, April 21, and May5, 2012.) Anne Denning from QSAC, Inc. will co teach with the ESL and Bilingual Teacher in the classroom on January 28 and Mar. 3, 2012. The parents will be included in the lesson as the topics of instruction are as follows : January 28- Toilet Training, March 3-Behavior Problems and Treatment. Ms. Denning will co teach and provide consultation to the parents and teachers during the instructional Saturday session. On March 24, April 21 and May 5, 2012, Godfrey Rivera, from Sinergia, Inc. will provide one workshop per Saturday date to parents about , "Navigating the NYC Special Ed System", " Understanding the IEP", and "Transitioning from school to adult life". Mr. Rivera will present as part of his employer's contract, and no funds from the Title III grant will be used to pay him. The presenter will distribute written materials, have audio/video presentations as well as incorporate a question and answer period. A Bilingual paraprofessional will be available to assist parents with their Native language as needed and provide interpretation services on each of the 5 Saturday sessions.

At the Fall ELL parent meeting parents were also informed about the Title III program. The P141K Parent coordinator, Pat Lysius will be present at this meeting and available to address concerns and offer information to parents about school activities such as the PTA membership, participation and school events. After the Title III letters are distributed to parents, P141K will have an informative orientation on January 13, 2012 at 9:30 AM at site PS380, to discuss the Title III program and explain how it can benefit parents and students. The ESL teachers, Joanne Glaski and Melida Gaertner will conduct the meeting. The Parent Coordinator, Pat Lysius, will make written materials about Title III, and the Bilingual and ESL program, available in various languages as well as arrange for bilingual paraprofessionals to provide native language assistance. In addition beginning in November 2011, at each of the monthly assemblies that the parents are invited to, we will include information about the

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.
		<p>Elmers Glue All 8 oz. 6x 1.02 =\$6.12 Paint markers set 1 x 12.19= \$12.19</p> <p>Construction paper - 8 packs x 1.87 = \$14.96 Pencils set- 12 - 4x 2.57= \$10.28 Markers- 5 x 3.70= \$18.50</p> <p>Laminating Sheets \$4.00</p> <p>5 Cinderella story books (one per each cultural version, 1 American, 1 Asian, 1 African, 1 Middle Eastern, and Hispanola , 5 books x 17.50 = \$87.50</p> <p>Parental Involvement Saturday Program: 50 School smart notebooks for note taking 50 x \$1.03 =\$51.50 5 dozen pens 5 x \$2.41= \$12.05</p> <p>Pearson/Longman ABC workbook 7 x 15.42 = \$107.94</p>
Educational Software (Object Code 199)	\$970.00	<p>Instructional Saturday Program:</p> <p>Two iPads for instnctional use 2 x \$485 x 2 = 970</p>
Travel	\$540	<p>Parental Involvement Saturday Program 12 Metro cards for parents (\$4.50) x 5 days = \$270 Instructional Saturday Program 12 Metro cards for parents x 5 days = \$270.</p>

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	400	Refreshments for Parents \$400.
TOTAL	\$11,200	11,200