



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P231K

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75K231

**PRINCIPAL:** CHRISTINA FOTI      **EMAIL:** CFOTI@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
Christina Foti	*Principal or Designee	
Roderick Palton	*UFT Chapter Leader or Designee	
Doris Dunn	*PA/PTA President or Designated Co-President	
Maria Cruz	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	
Antoinette Bianco	Member/UFT	
Joseph Williams	Member/Parent	
Jackie Pierre-Louis	Member/Parent	
Marie Mirville	Member/Parent	
Lea Bono	Member/UFT	
Cara Coffina	Member/UFT	
	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

### **Annual Goal #1**

**By the end of the 2011-2012 school year, through the implementation of the SRA intervention program, 100% of standardized assessment students in grades 3-5 will improve their reading skills as evidenced by a 10% increase in scaled-score performance on the Scantron Online Performance Series assessment.**

### **Comprehensive needs assessment**

Students were not making significant gains between administrations of the Scantron Performance Series Assessment. Overall, students were making a 2-3% increase in Reading scores over the course of the 2010-2011 school year. The Scantron scores are reflective of the in class data as well as the overall NYS scores. The marginal gains made point to the fact that the implementation of the SRA intervention program is an appropriate instructional decision to improve student performance in reading.

### **September 2011-October 2011**

- Training of all staff on the citywide expectations regarding reading and writing common core standards
- Lead teachers will attend Professional Development to learn how to effectively plan and deliver lessons for the SRA Intervention Program.
- Lead teachers will turnkey SRA training to other teachers
- Baseline Scantron assessments administered
- All standard-assessment students will be given the SRA placement test; students will be placed in reading groups according to the results
- Class schedules designed to accommodate 5 periods of SRA instruction per week
- Student reading levels will be determined by the Fountas and Pinnell reading assessment
- Baseline data will be taken for all 3<sup>rd</sup>-5<sup>th</sup> grade students, using Scantron Online Performance Series
- New teachers are trained by school-based SRA experts in the program (School-wide training completed in 10-11)

### **October 2011-January 2012**

- Daily SRA instruction will commence
- Student reading levels will be determined by the Fountas and Pinnell reading assessment
- 100% of students are expected to show a 3-4% increase in scaled-score performance on Scantron assessment by January 2012
- SRA data will be analyzed by teacher teams to track progress; Teacher teams will make instructional decisions based on this data

### **January 2012-March 2012**

- Daily SRA instruction will continue
- Student reading levels will be determined by the Fountas and Pinnell reading assessment
- 100% of students are expected to have a 6-8% increase in scaled-score performance on Scantron assessment by March 2012

### **March 2012-June 2012**

- Daily SRA instruction will continue
- Student reading levels will be determined by the Fountas and Pinnell reading assessment
- 100% of students in grades 3-5 of standardized-assessment program are expected to have made a 10% increase in scaled-score performance on Scantron assessment by June 2012

**Strategies to increase parental involvement**

PS 231K engages parents in support of their children's education by:

- Providing information for families on skills required for students in all subjects
- Sending activities packs for parents and students to do together at home that align with in school instruction
- Offering families information on how to assist students to improve skills on various subjects and assessments
- Providing periodic progress charts showing a student's improvement

PS 231K shares information with parents about the educational programs through:

- Regular review of student portfolios with families
- Regular dissemination of useful notices, memos, phone calls, newsletters, and other communications
- Parent trainings on intervention programs and the Common Core Standards
- Monthly "What's Happening" forms are sent home to describe the academic content being covered in classes

Resources offered by PS 231K to support student achievement and meaningful parent involvement:

- Polls taken regularly to determine the areas of academic support families feel they need additional information/training in
- Trainings/workshops offered to families that connect the stated needs/wants to the aforementioned resources

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

- All teachers are trained in the implementation of the SRA program. The school-based coach, school-based SRA specialist, data specialist and instructional leaders support teacher teams in the analysis of the gains data as measured by SRA and Fountas and Pinnell assessments. Targeted professional development support is provided to teachers by the school-based coach, data specialist, and SRA specialist to support teachers in the achievement of this goal.

**Service and program coordination**

- The PBIS teacher team is studying both the instructional and behavioral progress made by students as a result of the implementation of this program in conjunction with the Emotional Literacy program and our school-wide PBIS program.

**Budget and resources alignment**

- Scheduling to accommodate 5 SRA instructional periods per week
- Professional development to train teachers and paraprofessionals in strategic delivery of the SRA program
- NYSTL funding used to purchase NYSTL approved SRA materials

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

**By the end of the 2011-2012 school year, through the implementation of the Common Core Standards based *Math in Focus* program, 100% of standardized assessment students in grades 3-5 will show a 10% scaled-score increase on the Scantron Performance Series.**

### **Comprehensive needs assessment**

Students were not making significant gains between administrations of the Scantron Performance Series Assessment. Overall, students were making a 2-3% increase in their Math scores over the course of the 2010-2011 school year. The Scantron scores are reflective of the in class data as well as the overall NYS scores. The marginal gains made point to the fact that the change in Math program (from *Everyday Math* to *Math in Focus*) is an appropriate instructional decision.

### **Instructional strategies/activities**

#### **September 2011-October 2011**

- Training of all staff on the citywide expectations regarding mathematics common core standards
- Lead teachers will attend Professional Development to learn how to effectively plan and deliver lessons for the Math in Focus curriculum
- Lead teachers will turnkey *Math in Focus* training to other teachers
- Professional Learning Communities (PLCs)/teacher teams will be established and standard-assessment teachers will commence an analysis of math data to identify overall trends, strengths and weaknesses of groups and individual students
- PLCs/teacher teams will be trained to use a protocol to examine student work
- Areas of greatest need will be determined from data analysis
- Baseline Scantron Performance Series assessments will be conducted for standardized assessment students in grades 3-5

#### **October 2011-November 2011**

- Implementation of the *Math in Focus* curriculum will commence
- PLCs/teacher tea will determine the areas of focus based on their data analysis

#### **October 2011-June 2012**

- Ongoing *Math in Focus* pre- and post-unit assessments will be administered
- PLCs/teacher teams will conduct a progress-monitoring data analysis
- Teacher teams will analyze student work and examine the relevant Common Core standards to identify areas of alignment
- Teacher teams and instructional leaders will revise intervention strategies based on the results of data analysis

#### **January 2012-March 2012**

- Scantron Performance Series assessments will be administered
- Predictive assessment administered in February 2012

#### **March 2012-June 2012**

- Final Scantron Performance Series assessment will be administered in April/May 2012

- NYS Math Exam will be administered in May 2012

### June 2012

- PLCs/teacher teams will analyze the results of the standardized assessments and write a report analyzing results

### Strategies to increase parental involvement

PS 231K engages parents in support of their children's education by:

- Providing information for families on skills required for students in all subjects
- Sending activities packs for parents and students to do together at home that align with in school instruction
- Offering families information on how to assist students to improve skills on various subjects and assessments
- Providing periodic progress charts showing a student's improvement

PS 231K shares information with parents about the educational programs through:

- Regular review of student portfolios with families
- Regular dissemination of useful notices, memos, phone calls, newsletters, and other communications
- Parent trainings on intervention programs and the Common Core Standards
- Monthly "What's Happening" forms sent home by teacher to describe the academic content being covered in classes

Resources offered by PS 231K to support student achievement and meaningful parent involvement:

- Polls taken regularly to determine the areas of academic support families feel they need additional information/training in
- Trainings/workshops that connect the stated needs/wants to the aforementioned resources

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

- Teacher leaders, instructional leaders and the school-based coach were trained in the *Math in Focus* program by *Math in Focus* experts
- These instructional leaders turnkeyed this training to all teachers
- Instructional leaders support teacher teams and use data to assess areas in which teacher support is needed
- Professional development is designed by the school-based coach to support on-going teacher development

### Service and program coordination

- In an on-going effort to empower students with improved social and emotional skills, the implementation of the Emotional Literacy program occurs at all PS 231K sites. This program, created by Dr. Marc Brackett of Yale University, teaches students to recognize, understand, label, express, and regulate their emotions. With the support of our district, teachers, paraprofessionals and related service providers were trained in this program and are using it in their classrooms to support the social and emotional development of our students. Implementation of this program in conjunction with the school-wide PBIS program has demonstrated marked success in decreasing incidents at PS 231K and increasing student time on task.

**Budget and resources alignment**

- Scheduling to accommodate weekly PLC meetings
- Professional development to train teachers to effectively implement the *Math in Focus* curriculum
- Collaboration with the District 75 Math Coach to facilitate the delivery of *Math in Focus* lessons already aligned to the Common Core Standards to meet the needs of all students in the standard-assessment program
- The school applied for and received a waiver to order the *MIF* program as a core curriculum item. As a result, the school's instructional funds were not needed to purchase the curriculum and were budgeted for other instructional needs.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

**By the end of the 2011-2012 school year, through the implementation of the Common Core Standards based *Treasures* curriculum, 100% of K-5 alternate- assessment 6:1:1 students will make gains of at least 10% in labeling domain of the ABLLS-R assessment.**

#### **Comprehensive needs assessment**

An analysis of 2010-2011 ABLLS data indicated an overall need for K-5 6:1:1 students to develop skills in the domain of labeling. The development of these pre-cursor skills will ensure greater success in students' ability to access academic content. Data indicated 25% of students mastered the ABLLS-R domain of labeling. The school-wide goal is dedicated to developing proficiency in this domain.

#### **Instructional strategies/activities**

##### **September 6, 2011 – September 9, 2011**

- Training of all staff on the citywide expectations regarding ELA common core standards.
- Lead teachers will attend Professional Development to learn how to effectively plan and deliver lessons for the *Treasures/Little Treasures* curriculum
- Lead teachers will turnkey *Treasures* training to other teachers
- Professional Learning Communities (PLCs)/teacher teams will be established and alternate-assessment teachers will commence an analysis of ABLLS-R (Labeling) data to identify overall trends, strengths and weaknesses of groups and individual students
- PLCs/teacher teams will be trained to use a protocol to examine student work
- Areas of greatest need will be determined from data analysis
- Baseline ABLLS-R data assessment will be conducted for alternate assessment students in grades K-5

##### **October 2011-November 2011**

- Implementation of the *Treasures* and *Little Treasures* curriculum will commence
- PLCs/teacher teams will determine the areas of focus based on their data analysis

##### **October 2011-June 2012**

- Ongoing *Treasures/Little Treasures* pre- and post-unit assessments will be administered
- PLCs/teacher teams will conduct a progress-monitoring data analysis
- Teacher teams will analyze student work and examine the relevant Common Core standards to identify areas of alignment
- Teacher teams and instructional leaders will revise intervention strategies based on the results of data analysis

##### **January 2012-March 2012**

- ABLLS-R (Labeling) assessments will be administered

##### **March 2012-June 2012**

- Final ABLLS-R (Labeling) assessment will be administered in April/May 2012

##### **June 2012**

- PLCs/teacher teams will analyze and report the results of the standardized assessments

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

PS 231K engages parents in support of their children's education by:

- Providing information for families on skills required for students in all subjects
- Sending activities packs for parents and students to do together at home that align with school instruction
- Offering families information on how to assist students to improve skills on various subjects and assessments
- Providing periodic progress charts showing a student's improvement

PS 231K shares information with parents about the educational programs through:

- Regular review of student portfolios with families
- Regular phone calls and the dissemination of useful notices, memos, newsletters, and other communications
- Parent trainings on intervention programs and the Common Core Standards
- Monthly "What's Happening" forms sent home by teachers to describe the academic content being covered in classes

Resources offered by PS 231K to support student achievement and meaningful parent involvement:

- Polls taken regularly to determine the areas of academic support families feel they need additional information/training in
- Trainings/workshops offered to families that connect the stated needs/wants to the aforementioned resources

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

- All teachers are trained in the implementation of the ABLLS assessment, along with training in the implementation of the *Treasures* program. The school-based alternate assessment coach and instructional leaders support teacher teams in the analysis of the gains data as measured by the ABLLS-R assessment. Targeted professional development support is provided to teachers by the school-based coach/ teachers in the achievement of this goal.

### **Service and program coordination**

- In an on-going effort to empower students with improved social and emotional skills, the implementation of the Emotional Literacy program occurs at all PS 231K sites. This program, created by Dr. Marc Brackett of Yale University, teaches students to recognize, understand, label, express, and regulate their emotions. With the support of our district, teachers, paraprofessionals and related service providers were trained in this program and are using it in their classrooms to support the social and emotional development of our students. Implementation of this program in conjunction with the school-wide PBIS program has demonstrated marked success in decreasing incidents at PS 231K and increasing student time on task.

### **Budget and resources alignment**

- Scheduling to accommodate weekly PLC meetings
- Professional development to train teachers to effectively implement the Treasures curriculum
- Collaboration with the District 75 Math Coach to facilitate the delivery of Treasures lessons already aligned to the Common Core Standards to meet the needs of all students in the standard-assessment program

## **ANNUAL GOAL #4 AND ACTION PLAN**

### **Annual Goal #4**

**By the end of the 2011-2012 school year, as a result of the implementation of the Common Core Standards-based *Math in Focus* program, 100% K-5 6:1:1 students will make gains of at least 10% in the visual performance domain of the ABLLS-R assessment.**

### **Comprehensive needs assessment**

An analysis of 2010-2011 ABLLS data indicated an overall need for K-5 6:1:1 students to develop skills in the domain of visual performance. The development of these precursor skills will ensure greater success in students' ability to access academic content. Data indicated 25% of students mastered the ABLLS-R domain of visual performance. The school-wide goal is dedicated to developing proficiency in this domain.

### **Instructional strategies/activities**

#### **. Week of September 6, 2011 – September 9, 2011**

- Training of all staff on the citywide expectations regarding mathematics Common Core Standard. Training of all staff on the citywide expectations regarding mathematics Common Core Standards
- Lead teachers will attend Professional Development to learn how to effectively plan and deliver lessons for the *Math in Focus* curriculum
- Lead teachers will turnkey *Math in Focus* training to other teachers
- Professional Learning Communities (PLCs)/teacher teams will be established and standard-assessment teachers will commence an analysis of math data to identify overall trends, strengths and weaknesses of groups and individual students
- PLCs/teacher teams will be trained to use a protocol to examine student work
- Areas of greatest need will be determined from data analysis
- Baseline ABLLS-R data assessment will be conducted for alternate assessment students in grades K-5

#### **October 2011-November 2011**

- Implementation of the *Math in Focus* curriculum will commence
- PLCs/teacher teams will determine the areas of focus based on their data analysis

#### **October 2011-June 2012**

- Ongoing *Math in Focus* pre- and post-unit assessments will be administered
- PLCs/teacher teams will conduct a progress-monitoring data analysis

- Teacher teams will analyze student work and examine the relevant Common Core Standards to identify areas of alignment and to surface gaps
- Teacher teams and instructional leaders will revise intervention strategies based on the results of data analysis

**January 2012-March 2012**

- ABLLS-R (Visual Performance) assessments will be administered

**March 2012-June 2012**

- Final ABLLS-R (Visual Performance) assessment will be administered in April/May 2012

**June 2012**

- PLCs/teacher teams will analyze the results of the standardized assessments and write a report analyzing results

**Strategies to increase parental involvement**

PS 231K engages parents in support of their children's education by:

- Providing information for families on skills required for students in all subjects
- Sending activities packs for parents and students to do together at home that align with the school instruction
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- Providing periodic progress charts showing a student's improvement

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- Monthly "What's Happening" forms sent home by teachers to describe the academic content being covered in classes

Resources offered by PS 231K to support student achievement and meaningful parent involvement:

- Polls taken regularly to determine the areas of academic support families feel they need additional information/training in
- Trainings/workshops offered to families that connect the stated needs/wants to the aforementioned resources

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

- Teacher leaders, instructional leaders and the school-based coach were trained in the *Math In Focus* program by *MIF* experts
- These instructional leaders turnkeyed this training to all teachers
- Instructional leaders support teacher teams and use data to assess areas in which teacher support is needed
- Professional development is designed by the school-based coach to support on-going teacher development

**Service and program coordination**

- In an on-going effort to empower students with improved social and emotional skills, the implementation of the Emotional Literacy program occurs at all PS 231K sites. This program, created by Dr. Marc Brackett of Yale University, teaches students to recognize, understand, label, express, and regulate their emotions. With the support of our district, teachers, paraprofessionals and related service providers were trained in this program and are using it in their classrooms to support the social and emotional development of our students. Implementation of this program in conjunction with the school-wide PBIS program has demonstrated marked success in decreasing incidents at PS 231K and increasing student time on task.

**Budget and resources alignment**

- Money will be budgeted for substitute teachers and paraprofessionals to allow staff to attend workshops.
- Code 100 instructional supply money will be used for additional materials such as ink and laminating film. The school applied for and received a waiver to order the *MIF* program as a core curriculum item. As a result, the school's instructional funds were not needed to purchase the curriculum and were budgeted for other instructional needs.
- Teachers will be instructional leaders; they will plan lessons and distribute lesson plans to paraprofessionals at least one day before the lesson will be taught.  
Teachers will complete the ABLLS-R three times a year and report results to their PLC team and site administrator.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	1	1	N/A	N/A	0	0	1	0
<b>1</b>	3	3	N/A	N/A	0	1	1	0
<b>2</b>	9	9	N/A	N/A	3	1	2	0
<b>3</b>	8	8	N/A	N/A	1	0	4	0
<b>4</b>	11	11	11	N/A	8	0	1	0
<b>5</b>	22	22	3	N/A	10	1	8	0

6	1	1	0	N/A	2	0	0	0
7	1	1	0	N/A	2	0	0	0
8	0	0	0	N/A	1	0	0	0
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
<p><b>ELA</b></p>	<p>Small group instruction during the literacy block daily.</p> <p><i>SRA: Corrective Reading</i> provides intensive direct instruction-based reading intervention for students in Grades 3–8 who are reading below grade level. This Direct Instruction reading intervention program delivers sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Delivered during the school day to grades 3-8.</p> <p><i>Test Preparation:</i> Coach/Teacher prepared materials to enhance vocabulary skills and comprehension techniques specific to the ELA standardized assessment. Delivered during the school day to grades 3 - 5.</p> <p><i>Comprehension Toolkit:</i> A comprehensive approach to comprehension instruction broken down into strategy lessons delivered to grades K – 5 during the literacy block in whole and small groupings.</p> <p><i>Graphic Organizers:</i> Visual tools to facilitate organization of the cognitive process.</p>

	<p><i>Social Stories</i>: Small narratives created to help students to understand social emotional issues.</p> <p><i>Technical Devices</i>: SmartBoard; iPads; Laptops</p>
<b>Mathematics</b>	<p>Small group instruction during daily math lessons.</p> <p><i>Math Steps</i>: an intervention program that helps students achieve grade-level proficiency in all computational skills areas. Delivered during the school day to grades K-8.</p> <p><i>Differentiation of Instruction</i>: Using <i>Math In Focus</i> guidelines, instruction is differentiated at a higher or lower functioning level depending on the needs of the student (K-5) during math instruction.</p>
<b>Science</b>	<p><i>Science</i>: Test Preparation Strategies taught by the science teachers throughout the year to all grade 4 students.</p>
<b>Social Studies</b>	<b>N/A</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<p><i>Intensive Counseling/Guidance</i>-weekly related service; builds self-regulation, social skills and develops strengths and competencies.</p> <p><i>Life Space Crisis Intervention</i>: A therapeutic, verbal strategy for intervention used with students in crisis to change behavior, enhance self-esteem reduce anxiety and expand understanding and insight into their own(and others') behavior and feelings.</p> <p><i>Therapeutic Crisis Intervention</i>: An abbreviated version of LSCI used in the classroom by classroom staff.</p>
<b>At-risk Services provided by the School Psychologist</b>	<p><i>Intensive Counseling/Guidance</i>-weekly related service; builds self-regulation, social skills and develops strengths and competencies.</p>

	<p><i>Life Space Crisis Intervention:</i> A therapeutic, verbal strategy for intervention used with students in crisis to change behavior, enhance self-esteem reduce anxiety and expand understanding and insight into their own(and others') behavior and feelings.</p> <p><i>Therapeutic Crisis Intervention:</i> An abbreviated version of LSCI used in the classroom by classroom staff.</p>
<b>At-risk Services provided by the Social Worker</b>	<p><i>Intensive Counseling/Guidance-</i>weekly related service; builds self-regulation, social skills and develops strengths and competencies.</p> <p><i>Life Space Crisis Intervention:</i> A therapeutic, verbal strategy for intervention used with students in crisis to change behavior, enhance self-esteem reduce anxiety and expand understanding and insight into their own(and others') behavior and feelings.</p> <p><i>Therapeutic Crisis Intervention:</i> An abbreviated version of LSCI used in the classroom by classroom staff.</p>
<b>At-risk Health-related Services</b>	

## 2011-12 Comprehensive Education Plan (CEP)

### 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: P231K

DBN: 75K231

Cluster Leader: Gary Hecht

Network Leader: Adrienne Edelstein

This school is (check one):  
● conceptually consolidated (skip part E below)  
✳ 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):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served: 6

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 1

# of certified ESL/Bilingual teachers: 1

# of content area teachers:

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: P 231K follows English Language Arts standard, the NYS ESL standards and Common Core standards. The Balanced Literacy program with an emphasis on the development of phonemic awareness and comprehension skills supports the development of English literacy. A multi-sensory approach, along with technology, infusion of the arts, and augmentative communication is used to support and enhance the Native Language Arts and English Language Arts curriculum. P231K has 53 LEP/ELL students, 4 in standardized assessment and 49 in alternate assessment. 24 students are mandated for ESL only, 17 for bilingual instruction, and therefore, are in alternate placement, 3 of the 17 students have an alternate placement Paraprofessional that speaks the home language of the child and English. 12 students are served as per their IEPs. The languages represented are Spanish, Cantonese, Haitian, Russian, Urdu, Pakistan, Fulani, French, Bengali, Mongolian, Polish, and Serbian Croation. The six students participating in the after-school program are autistic (alternate assessment) and were unable to complete all components of the NYSESLAT. Therefore, it was determined that they are all on beginning level. The school's language instruction follows the Common Core Learning Standards and the NYS ESL standards. Also incorporated are ESL strategies such as: Total Physical Response (TPR), language experience approach, scaffolding techniques and graphic organizers. The development of phonemic awareness and comprehension skills through literature-based and standards-based materials are incorporated as well. The use of technology, Smart Boards, classroom computers, adapted switches, and augmentative communication devices such as Super Talker Review 8 paired with Mayer Johnson symbols are incorporated to give students in alternative assessment additional instructional support. Multi-sensory and multicultural

## Part B: Direct Instruction Supplemental Program Information

ESL materials are infused throughout all aspects of instruction. The schedule of the day, for both the elementary and middle school students, is organized for the ESL teacher and classroom teachers to meet during common prep periods. These prep periods are used to discuss ESL students' needs, design lesson plans which promote language development, and further develop ESL techniques. The ESL teacher has NYC English as a Second Language license and a New York State Permanent Certification in English to Speakers of Other Languages. 231K has a register of 264 students. The ethnic breakdown is as follows: African-American 50%, Hispanic- 25%, White-22%, Asian-2.5%, Native American- less than 1%. PS 231K's ESL program at 4 of our sites, P180, P238, P215 and P54, serves a population that includes 20.08% ELL students. We have a total of 53 LEP/ ELL students. The ELL demographics for PS 231K are: 4 students in standardized assessment and 49 students in alternate assessment. The languages represented are: 29- Spanish, 9 - Cantonese, 4- Haitian, 3- Russian, 1 Urdu, 1 Pakistan, 1 Fulani, 1 French, 1 Bengali, 1 Mongolian, 1 Polish, and 1-Serbian Croatian. The breakdowns of ELL's by grades are: K- 9 students, grade1- 7 students, grade2- 8 students, grade3- 3 students, grade4 - 9 students, grade5 - 7 students, grade6 - 4 students, grade7- 3 students, and grade8, 3- students. Most of our ELL students participate in alternate assessment and were unable to complete all components of the NYSESLAT. Assessment for the 2010-2011 School Year for the NYSESLAT is as follows: beginning level -22 students, intermediate level - 11 students, advanced level- 1 student, In the areas of Listening/Speaking: Beginning level -7 students; intermediate level-14 students; advanced level-11 students; Proficient level- 2 students. In the areas of Reading/writing: Beginning level 23 students; Intermediate Level 10 students; advanced level-1 student; Proficient -0 students. Assessment results for the 2010-2011 school year for NYSSA are as follows: the NYSSA ELA results are: 1 student scored a Level 1; 4 students scored a Level 3; and 58 students scored a Level 4. The NYSSA Math results are: 1 student scored a Level 2; 2 students scored a Level3; and 50 students scored a Level 4. The NYSSA Science results are: 1 scored a Level 3 and 18 scored a Level 4. More of our students are achieving success in the speaking and listening portions of the NYSESLAT. This data shows that ELLs have made the most gains in these areas. In the reading and writing sections for standard and alternate assessment ELLs, the data shows that ELLs have made significant progress in these areas as well. However, we still need to concentrate further on developing these skills for our students. All data is comparable to non-ELL students. On the NYS ELA assessment, ELL students in the standard assessment program performed in the following manner: Level 1 Grade 3- 3 students; Grade 4- 2 students; Level 2 Grade 4- 1 student. On the NYS Math assessment, ELL students in the standard assessment program performed in the following manner: Level 1 Grade 3- 1 student; Grade 4- 3 students; Level 2 Grade 3- 1 student. On the NYS Science assessment, ELL students in standard assessment program performed in the following manner: Grade 4 Level 1- 0 students; Level 2 - 1 student; Level 3- 0 students; Level 4- 2 students.

An after-school program for 2 hours (3:00-5:00) twice weekly on Tuesday and Thursday for 26 sessions starting January 10, 2012 and ending April 19, 2012, excluding school holidays and half days, will provide ESL students with supplemental instruction in ELA. The program will consist of 6 students in a 6:1:1 ratio in grades 6-8, one certified ESL teacher, two paraprofessionals assisting with the Title III program, and a supervising assistant principal. All 6 students are ESL only. Languages of participating students consist of: Chinese, Spanish, Haitian Creole, and Urdu. All instruction will be

## Part B: Direct Instruction Supplemental Program Information

provided in English by a certified ESL teacher. Two paraprofessionals will be utilized in order to assist the teacher in providing comprehensible input to the students. Students will improve their English language skills by creating and publishing their own social stories along with reading and responding to computer programs designed for ESL students. The computer program that we are looking to use will be Lexia Learning Systems. Differentiated instruction will be provided by creating groups of students based on their ability to communicate, write, and utilize equipment/supplies. The activities of writing, communication, using technology, and daily living and socialization skills required to participate in the after-school program reinforce and enrich the mandated instruction the students receive during the school day. The students selected demonstrate a variety of writing, communication, and socialization skills. Skills range from non-verbal and emergent writing to limited verbal and writing skills. The students will use the Oxford Picture Dictionary (2<sup>nd</sup> Edition) in English, Chinese, Spanish, Urdu and Haitian Creole to help them write their social stories. The program will provide the students' with additional opportunities to communicate by increasing their English language/vocabulary skills, the use of augmentative communication skills, and computer skills with computer programs. The ESL teacher will create rubrics to assess the students' ability to communicate, write, socialize, and use equipment/supplies. The rubrics will be completed for each student at the beginning of the program and again at the completion of the program to assess student progress. Data sheets will be created and used to track student progress. Other indicators of progress will be the ABLLS-R. The social stories and related activities support the AGLIs, and ESL and ELA standards. Social stories are stories that focus on specific social skills. They are used to teach social skills and increase language/communication. The student, along with the assistance of the teacher creates a social story using pictures and text. The development of the theme of the social story is determined by the needs of the individual student. This motivates the students to communicate through speech, picture symbols, writing, smart boards or the use of a communication device, subsequently, increasing English language skills. The process of creating the social story requires the student to communicate and increases their verbal and written vocabulary. Board Maker programs will be used to enhance the student's ability to read and write the social stories. When looking into programs for our ESL students, Ms. Bank the assistant principal was able to locate research articles indicating appropriate computer based programs that were designed for ELL students. Lexia Learning Systems, Inc. products were developed due to the NCLB act. The Lexia program was modified in the 1990's to use with the ELL population. Using this software, we can help our students with phonemic awareness, vocabulary and comprehension. The software now comprises a comprehensive reading system, as defined by Dr. Reid Lyon of NICHD. The reasons for its effectiveness and supporting research are presented below: a) English Language Learners: ELL students have been shown in research to need more development of English Phonemic awareness and sound-symbol correspondence than native speakers. Lexia software offers extensive assessments and skill development activities in both areas to support ELL students. Lexia provides four key benefits: 1) it engages the students, 2) it helps the teacher manage and monitor the teaching process, 3) it provides a structured curriculum that is dependable, and 4) it helps students to shift to effective word attack strategies early. Lexia is a comprehensive reading program. Article: Lexia Learning Systems, Inc. Products in the Context of NCLB. By Jonathan A. Bower.

### **Part B: Direct Instruction Supplemental Program Information**

On March 15 and April 5, 2012, the certified ESL teacher, the Assistant Principal and the two Paraprofessionals will take the six students out into the community to practice interactions in the community by going to the local stores to shop for items that will be included in their Social Stories. The students can practice their social skills, as they learn them throughout the duration of this program.

### **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

Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. One teacher and two paraprofessionals, will participate in a "Book Study," along with the Assistant Principal, to take place on a weekly basis for eight weeks, one hour per week commencing on Wednesday, January 25, 2012. The book that we will read as a group are Teaching English Language Learners Across the Content Areas by Judie Haynes . Participating in this professional development will provide an opportunity for all of us to enhance and enrich our knowledge of ESL techniques and effectiveness in increasing the students' academic, behavioral, and social skills. Each week the teacher, paraprofessionals, or Assistant Principal will present the salient points of a chapter from the book to the other members of the group and will create discussion questions based on the book and how the chapter's contents may be utilized during the Title III program in assisting students in the creation of their social stories. The dates of the book study are as follows: January 25, February 1, 8, 15 , March 7, 14, 21, and April 4, 2012.

### **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: A parent orientation to the Title III program will take place during parent teacher conference on November 15, 2011. Parents will also receive the official Title III letter in a language which they understand, detailing the proposed Title III program. The topics for the Title III parent workshops, will be aligned to the Title III program and presented on the four dates listed below, are as follows: 1) Studying sample social stories to assist your child with his/her needs; 2) How your own social stories may help your child communicate; 3) Using picture symbols to enhance language and communication at home; 4) Using social stories to reinforce appropriate behavior. These workshops will be presented monthly by the parent coordinator, assistant principal and/or the certified ESL teacher. Notification of the dates of the Title III program parent workshops will be sent home with students in the parents' native language (Cantonese, Spanish, French, and Urdu). These activities are designed to reinforce work done in the ESL classroom and address a wide variety of skills including: listening, speaking, reading, writing, vocabulary, grammar and social/cultural development. Our Paraprofessionals will provide interpretation for the parent workshops. The four parent workshops are scheduled for January 23, February 13, March 19 and April 16, 2012 from 3 pm – 5 pm.

### Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	10,254.63	Instruction <u>1 Assistant Principal-52.21 X1 1/2hrs X 26 sessions=2036.19</u> <u>1 Teacher- 49.89 X2 hrs. X 26 sessions =2594.28</u> <u>2 Paraprofessionals- -28.98 X 2 hours X 26 sessions x 2</u> <u>paras=3013.92</u>

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>1 secretary- 30.74 x 5 hours.= 153.70</u></p> <p>Professional Development Professional Development:            1 Assistant Principal-52.21 X1 hrs X 8 sessions=417.68            1 Teacher- 49.89 X1 hrs. X 8 sessions =399.12            2 Paraprofessionals- -28.98 X 1 X 8 sessions x 2=463.68</p> <p>Parent Workshops            1 Assistant Principal-52.21 X 1 1/2 hrs X 4=313.26            1 Teacher- 49.89 X 2 hours X 4 days X days= 399.12</p> <p>2 Paraprofessionals -28.98 X 2 hours X 4 days X 2 paras=463.68</p>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	718.43	<p><u>Printer Ink-</u>  <u>Lexmark 28 Black \$14.11 x 5=70.55</u>  <u>Lexmark 29 Colored \$14.78x5=73.90</u></p> <p><u>Paper-</u>  <u>Copy paper-\$34.70 x 3=104.10</u></p> <p><u>Laminating Material-</u>  <u>Pouches 2.5x3.58-\$4.29x3=12.87</u></p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>pouches 4x6- \$4.20x3=12.60</u> <u>pouches 9x11.5-\$12.89x5=64.45</u>  <u>Colored Pencils-</u> <u>Crayola 12 pack-\$1.37x20=27.40</u>  Professional Book Study: The book that we will read as a group: Teaching English Language Learners Across the Content Areas by Judie Haynes: 28.98 each X 7 =202.86  Students Dictionaries: Oxford Picture Dictionary (2nd Edition) in English, Chinese, Spanish,Urdu, and Haitian Creole Dictionary=24.95X 6=149.70
Educational Software (Object Code 199)		
Travel	<u>135.00</u>	<u>Metro Cards for Parents= 4.50 X 30=</u>
Other	91.94	refreshments for parents
<b>TOTAL</b>	11,200.00	

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

**DBN: 75K231      School Name: P231**

**Cluster: \_\_\_\_\_      Network: 1**

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

**Part A: Needs Assessment Findings**

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

The school collects data using the Home Language Survey, interviews with parents of new students, and outreach to parents by Parent Coordinator and counselors. The findings of data collection informs the school of the translation needs of the parents when sending home letters/flyers and providing interpreters at meetings.

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.

Findings indicate that the school's translation needs are mostly for Spanish and Cantonese speaking parents. The findings were reported to staff during staff meetings and to parents during PTA and SLT meetings

## Part B: Strategies and Activities

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

PS 231K utilizes the service of the DOE's Translation and Interpretation Department. Request must be submitted at least 24 hours prior to the date of dissemination.

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

Oral interpretation will be provided by paraprofessionals and/or teachers during parent-teacher conferences, Parent Coordinator meetings, student disciplinary meetings, and PTA meetings.

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>.

PS231K will follow the Chancellor's Regulations in sending letters, notices, information home in a timely fashion and providing translation interpretation services through the use of on –staff translators and the Translation and Interpretation Unit.

**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.

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**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. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy 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. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, 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 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 Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required funding allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the funding 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 and the Parent Association (or Parent-Teacher Association). 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;
- 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;

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

- holding an annual Curriculum Conferences;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, and Parent Association (or Parent-Teacher Association)
- supporting or hosting Family Day events;
- 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;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

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

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



**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 [i](#).

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader <b>Gary Hect/Adrienne Edelstein</b>	District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>231</b>
School Name <b>P231K</b>			

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

Principal <b>Christina Foti</b>	Assistant Principal <b>Mindy Bank</b>
Coach <b>Cara Coffina, Literacy</b>	Coach
ESL Teacher <b>Emma Fidilio</b>	Guidance Counselor <b>Nia McDaniel</b>
Teacher/Subject Area <b>Boris Goldenberg, E.L.</b>	Parent <b>Joseph Williams</b>
Teacher/Subject Area <b>Grace Shock, Special Ed.</b>	Parent Coordinator <b>James Lola</b>
Related Service Provider <b>Steve Santorello, Speech</b>	Other
Network Leader <b>Adrienne Edelstein</b>	Other

**C. Teacher Qualifications** [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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## D. School Demographics

Total number of students in school	264	Total Number of ELLs	53	ELLs as share of total student population (%)	20.08%
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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. [i](#)

### School Demographics

PS 231K has a register of 264 students. The ethnic breakdown is as follows: African-American 50%, Hispanic-25%, White-22%, Asian-2.5%, Native American- less than 1%. PS 231K's ESL program at 4 of our sites, P180, P238, P215 and P54, serves a population that includes 20.08% are ELL students. We have a total of 53 LEP/ ELL students. These students are serviced as per their IEPs. The ELL demographics for PS 231K are: 4 students in standardized assessment and 49 students in alternate assessment. The languages represented are: 29- Spanish, 9 -Cantonese, 4- Haitian, 3- Russian, 1-Urdu, 1,Pakistan,, 1Fulani,1 French, 1 Bengali, 1Mongolian, 1Polish, and 1-Serbian Croation. The breakdowns of ELL's by grades are: K- 9 students, grade1-7 students, grade2- 8 students, grade3- 3 students, grade4- 9 students grade5- 7 students, grade6- 4 students, grade7- 3 students, and grade8, 3- students.

### ELLs' Identification Process:

All parents or guardians of newly enrolled students in the NYCDOE are required to complete a Home Language Identification Survey (HLIS). This survey lets the school know what language the child speaks in their home. In District 75, the CSE is responsible for administering the HLIS,LAB-R, and Spanish LAB when necessary. If the survey is not administered at this time at the CSE, it is administered at the school within ten days of admission of a student into the New York City public school system. Our certified ESL teacher, Emma Fidilio, will

administer the HLIS as well as the LAB –R. An oral interview also takes place at this time. This survey informs the school as to what language the child speaks in their home. On the HLIS if in questions 1–4 the response indicates that the child speaks or understands in one or more questions in a language other than English and in questions 5–8 if response indicates that the child speaks or understands two or more questions in a language other than English the child is eligible to take the LAB–R. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery Revised (LAB–R). Spanish speaking students who do not test out on the LAB–R are then administered the Spanish LAB by a Spanish speaking pedagogue who will be identified by our ESL teacher. Performance on this test determines the child’s entitlement to English language development support services. To annually evaluate ELLs’ in our school, all ESL, and Bilingual students, are administered the New York State English as a Second Language Achievement Test ( NYSESLAT). Mrs. Fidilio ensures that every ELL student is assessed annually by the NYSESLAT. ATS reports that are used to determine an ELLs eligibility are the RLER/LAT and RLER/LAB–R.

Presently we have a Free Standing ESL Program. Children are assigned to our school by District 75 Placement Office. Parents visit the school, see what programs are in place for their child and either accept or reject the placement. Bilingual students may receive the support of a native speaking classroom paraprofessional that helps the child transition between their home language and English. Entitlement letters are sent by the CSE.

Trends in Parent Choice:

Options for Special Education ELL’s are discussed with parents during the Educational Planning Conference at the CSE level. The CSE distributes to Parents of ELLs a Parent Survey and Program Selection form. Parents' of ELLs complete this form which includes the three program choices : Transitional Bilingual Education, Dual Language and Free Standing ESL. A native speaking interpreter is available at the parent's request to assist in the completion of this process.

The Parent Coordinator will offer parents of ELL’s, on– going information in their home languages. During parent orientation, PTA meetings, and Parent Teacher Conferences, parents will be updated on the programs their ELL students receive. On–site interpreters are available for Spanish, Chinese, Arabic, Russian, and Creole speaking parents.

# Part III: ELL Demographics

## A. ELL Programs

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

**This school offers (check all that apply):**

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups				
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	46	Special Education 53
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years) 2

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
Dual Language										0
ESL	46	1	46	5		5	2		2	53
<b>Total</b>	<b>46</b>	<b>1</b>	<b>46</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>53</b>

Number of ELLs in a TBE program who are in alternate placement: 3

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_

Asian: \_\_\_

Hispanic/Latino:

Native American: \_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	3	2	6	4	2	1						27
Chinese	1	1	1		1		1	1	2					8
Russian	1	2	1											4
Bengali	1													1
Urdu			1											1
Arabic														0
Haitian			1		1	1								3
French							1							1
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Other	1			1	1	2		1	1					7
<b>TOTAL</b>	9	7	8	3	9	7	4	3	3	0	0	0	0	53

**Part IV: ELL Programming**

## A. Programming and Scheduling Information

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

### Delivery of Instruction:

The ESL teacher provides ESL instruction by using the push-in and pull-out model. Our classrooms are Heterogeneous. Instruction is differentiated by students' cognitive level as well as their language proficiency levels. ELL students will receive the mandated units of ESL: Beginners and Intermediate Level students receive 2 instructional units of ESL (360 minutes), Advanced level students- 1 instructional unit of ESL (180 minutes) and 1 instructional unit of ELA (180 minutes), K-8 Grade levels, as per CR Part 154 mandates. The ESL teacher provides students with content area instruction using ESL methodologies and strategies. To ensure that students meet the standards and pass the required state and city assessments, ESL instruction will follow the Common Core learning Standards, the NYS ESL learning standards and incorporate ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques, and the use of graphic organizers. Technology ( Smart Boards) and augmentative communication (AAC) devices will be incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials will be infused throughout all aspects of instruction. Teacher-made materials address the students' individual needs. Lessons and materials are crafted to be both age and grade appropriate as well as functional. Literacy programs, Treasures Reading program, Smiles, and Wilson are used to enhance student's individual needs in reading and writing. Classroom libraries include a variety of leveled books that reflect the background, needs and strengths of ELL students.

### Native Language Arts:

At this time, P231K does not have a sufficient amount of ELLs that meet the criteria (students that speak the same native language in three contiguous grades at the same site ) to form a bilingual classroom. Students who are mandated for bilingual education have a classroom alternate paraprofessional who is fluent in their native

## A. Programming and Scheduling Information

language and are serviced by the ESL teacher. All Classroom, Cluster teachers, and paraprofessionals support the students through the use of ESL techniques. Classrooms contain books in students' native language which are used by alternate placement paraprofessionals who speak these languages.

English Language Arts–The advanced student receives 1 unit of ELA and 1 unit of ESL. ELA instruction for ELL students follows the Common Core Learning standards, New York City's uniform Core Curriculum and the Balanced Literacy program. The use of technology, software, and multimedia devices enhances and supports the development of English literacy. Activities are extended throughout the curriculum by combining the interdisciplinary/ thematic approach with Language Experience. Multi-sensory approaches, the infusion of the arts, use of technology, including Smart Boards and augmentative communication (AAC) enhance the learning process.

The classroom library contains books in English, including those adapted by teachers to the needs of students with severe disabilities. For all students, content area instruction 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 teacher and classroom teachers collaborate on a regular basis in planning for students who receive ESL services. ESL methodologies used include: TPR, Language Experience, Natural Approach, and the multi-sensory approach used in conjunction with augmentative communication devices, Mayer Johnson symbols, and scaffolding techniques. Content area instruction follows the Common Core learning standards, Core Curriculum for Content Area Instruction and Math in Focus. Early assessment tools for ELLs in the standard assessment program include Fountas and Pinnell, Edperformance, and Acuity assessments. For our alternate assessment ELLs we use the Brigance and ABLLS to assess their early literacy skills. Our students levels of proficiency in the communication areas and their academic performance has shown gains in their ability to synthesis English. The use of technology( Smart Boards) 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.

We have 1 Sife student at this time. All SIFE students are supported by using AAC devices, scaffolding techniques, Academic Intervention Services (AIS) tutoring using SRA, a research based corrective reading program for ELA, and Positive Behavior Intervention Supports (PBIS).

We have 34 newcomers to our school. We support them by providing an instructional climate that is nurturing and conducive to learning and facilitates English language production. Teacher-made materials address the students' individual needs.

Lessons and materials are crafted to be both age appropriate as well as functional. These students participate in the following school wide curriculum using the District 75 Units of Study, Treasures Reading program, Smiles, Wilson, Foundations, and Math –in Focus. Some ELLs participate in the Title III after school program.

Our ELLs' receiving ESL services between the fourth and sixth year of instruction participate in AIS tutoring, using the SRA program, a research based corrective reading program for ELA, and Positive Behavior Intervention Supports (PBIS). Our Long Term ELLs who have completed six years of service, continue to receive ESL along all services that are available to all ELLs. Our ELLs are all classified as students with special needs and receive all IEP mandated support services.

## A. Programming and Scheduling Information

### Native Language Usage and Supports

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

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

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

### Courses Taught in Languages Other than English

## 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?

Content area instruction follows the Common Core learning standards, Core Curriculum for content Area Instruction, Social Studies Core Curriculum, and Math in Focus. Literacy programs, Treasures Reading program, Smiles, and Wilson are used to enhance student's individual needs in reading and writing. Students in our ESL program have demonstrated a need to develop their communication and writing skills. Teachers will continue to concentrate on the writing process and the integration of technology to support the process. The teachers also follow the Common Core learning standards, shared writing, creative writing, and independent writing as

## 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?
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For all students, content area instruction is provided as follows: all subject areas are taught in English through the use of ESL methodologies by a special education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL teacher, classroom teachers, and cluster teachers, will collaborate on a regular basis in planning for students who receive ESL services. There are also formal Professional Learning Community team meetings that include staff and administrators.

All ELLs are afforded equal access to all school programs including assembly programs, Field Day, an Emotional Literacy carnival, and District 75 Language Arts Fair. There are also on-going community trips to the library, a senior citizen center, and the Mayor Special Community event.

Our Title III After School Program offers ELLs the opportunity to increase their Social Skills and English Language Skills. The social stories and related activities support the AGLI's, ESL learning standards and the Common Core learning standards.

## 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)?
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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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For all students, content area instruction is provided as follows: all subject areas are taught in English through the use of ESL methodologies by a special education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL teacher, classroom teachers, and cluster teachers, will collaborate on a regular basis in planning for students who receive ESL services. There are also formal Professional Learning Community team meetings that include staff and administrators.

All ELLs are afforded equal access to all school programs including assembly programs, Field Day, an Emotional Literacy carnival, and District 75 Language Arts Fair. There are also on-going community trips to the library, a senior citizen center, and the Mayor Special Community event.

Our Title III After School Program offers ELLs the opportunity to increase their Social Skills and English Language Skills. The social stories and related activities support the AGLI's, ESL learning standards and the Common Core learning standards.

## 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?

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

**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.

The ESL teacher participates in district sponsored ELL professional development. A district- based bilingual coach assigned part time to P231K supports the ESL teacher throughout the school year. All staff are encouraged to participate in the minimum 10 hours of ELL training as per Jose P. All staff (assistant principals, subject area teachers, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, psychologists, occupational /physical therapists, secretaries, and parent coordinators at P231K are invited to participate in Professional Development for the 2011-2012 school year. Tentative PD dates are October- Review ESL/ELA Standards, November-Strategies in Content Areas: Social Studies, December ESL/ELA Test Taking Strategies, and January- Strategies in Content Areas: Mathematics. In addition, workshops on Teacher's College, Reader's and Writer's Workshop, Everyday Math, and Elements of Balanced Literacy, will be presented at the school level during DOE designated Professional Development days. Parents with their children have the opportunity to visit the designated middle school . Guidance Counselors, the ESL teacher, and classroom teachers prepare transitioning students through role play and social stories.

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

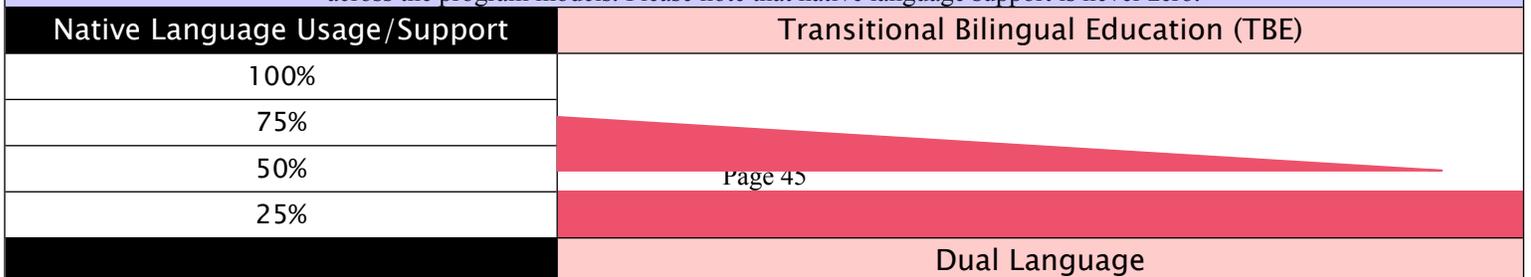
**E. Parental Involvement**

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?

The Parent Coordinator will offer parents of ELL's on- going information in their home languages. During parent orientation, PTA meetings, and Parent Teacher Conferences, parents will be updated on the programs their ELL students receive. On-site interpreters are available for Spanish, Chinese, Russian, Arabic ,and Creole speaking parents. The school and parents can utilize the NYC Department of Education Language Translation and Interpretation Unit which provides translation and interpretation services for free. Our school's use of a phone tree reminds parents to attend meetings. Guest speakers share information that is specific for ELLs and all special need students that attend our school. Translators are available .

**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.



## 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?

Content area instruction follows the Common Core learning standards, Core Curriculum for content Area Instruction, Social Studies Core Curriculum, and Math in Focus. Literacy programs, Treasures Reading program, Smiles, and Wilson are used to enhance student's individual needs in reading and writing. Students in our ESL program have demonstrated a need to develop their communication and writing skills. Teachers will continue to concentrate on the writing process and the integration of technology to support the process. The teachers also follow the Common Core learning standards, shared writing, creative writing, and independent writing as delineated in the Workshop Model for Balanced Literacy and the District 75 Units of study. Scaffolding techniques are utilized to provide supports. Students who are severely disabled or have communication needs are supported through augmentative and alternate communication system (AAC) and strategies. Lessons and materials are crafted to be both age and grade appropriate as well as functional. Paraprofessionals fluent in the students' native language support the students by translating information and directions given by the teacher. Teachers work with paraprofessionals in the use of ESL techniques. Our instructional plan includes the ESL teacher working with the classroom teacher to support and enhance the use of ESL strategies by using AAC, scaffolding techniques, Academic Intervention Services (AIS), tutoring, and Positive Behavior Intervention Supports (PBIS). New programs for this school year are Math in Focus, and the Treasures Reading program.

For all students, content area instruction is provided as follows: all subject areas are taught in English through the use of ESL methodologies by a special education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL teacher, classroom teachers, and cluster teachers, will collaborate on a regular basis in planning for students who receive ESL services. There are also formal Professional Learning Community team meetings that include staff and administrators.

All ELLs are afforded equal access to all school programs including assembly programs, Field Day, an Emotional Literacy carnival, and District 75 Language Arts Fair. There are also on-going community trips to the library, a senior citizen center, and the Mayor Special Community event.

Our Title III After School Program offers ELLs the opportunity to increase their Social Skills and English Language Skills. The social stories and related activities support the AGLI's, ESL learning standards and the Common Core learning standards.

## 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?
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NYSSA ELA results are: 1 student scored a Level 1; 4 students scored a Level 3; and 58 students scored a Level 4. The NYSSA Math results are: 1 student scored a Level 2; 2 students scored a Level 3; and 50 students scored a Level 4. The NYSAA Science results are: 1 scored a Level 3 and 18 scored a Level 4. More of our students are achieving success in the speaking and listening portions of the NYSESLAT. This data shows that ELLs have made

### 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)?

### 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.

The ESL teacher participates in district sponsored ELL professional development. A district-based bilingual coach assigned part time to P231K supports the ESL teacher throughout the school year. All staff are encouraged to participate in the minimum 10 hours of ELL training as per Jose P. All staff (assistant principals, subject area teachers, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, psychologists, occupational /physical therapists, secretaries, and parent coordinators at P231K are invited to participate in Professional Development for the 2011–2012 school year. Tentative PD dates are October– Review ESL/ELA Standards, November–Strategies in Content Areas: Social Studies, December ESL/ELA Test Taking Strategies, and January– Strategies in Content Areas: Mathematics. In addition, workshops on Teacher's College, Reader's and Writer's Workshop, Everyday Math, and Elements of Balanced Literacy, will be presented at the school level during DOE designated Professional Development days. Parents with their children have the opportunity to visit the designated middle school. Guidance Counselors, the ESL teacher, and classroom teachers prepare transitioning students through role play and social stories.

### 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?

The Parent Coordinator will offer parents of ELL's on-going information in their home languages. During parent orientation, PTA meetings, and Parent Teacher Conferences, parents will be updated on the programs their ELL students receive. On-site interpreters are available for Spanish, Chinese, Russian, Arabic, and Creole speaking parents. The school and parents can utilize the NYC Department of Education Language Translation and Interpretation Unit which provides translation and interpretation services for free. Our school's use of a phone tree reminds parents to attend meetings. Guest speakers share information that is specific for ELLs and all special need students that attend our school. Translators are available.

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## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	5	4	4	0	1	2	2	1					22
Intermediate(I)	0	0	1	2	2	3	3	0	0					11
Advanced (A)	0	0	0	1	0	0	0	0	0		0			1
Total	3	5	5	7	2	4	5	2	1	0	0	0	0	34

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

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I	0	0	2	4	3	1							
	A	0	0	0	1	0	0							
	P	0	0	0	0	0	0							

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	2	1	0	0	3
5	0	0	0	0	0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	1	0	4	58	63

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1		1		0		3
4	0		0		0		0		0
5	5		0		2		0		7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0		1		2		50		53

### NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		0		1		2
8									0
NYSAA Bilingual Spe Ed					1		18		19

### New York State Regents Exam

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

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

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

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

## 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: P231K

School DBN:

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

**DBN: 75K231      School Name: P231**

**Cluster: \_\_\_\_\_      Network: 1**

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

**Part A: Needs Assessment Findings**

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

The school collects data using the Home Language Survey, interviews with parents of new students, and outreach to parents by Parent Coordinator and counselors. The findings of data collection informs the school of the translation needs of the parents when sending home letters/flyers and providing interpreters at meetings.

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.

Findings indicate that the school's translation needs are mostly for Spanish and Cantonese speaking parents. The findings were reported to staff during staff meetings and to parents during PTA and SLT meetings

## Part B: Strategies and Activities

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

PS 231K utilizes the service of the DOE's Translation and Interpretation Department. Request must be submitted at least 24 hours prior to the date of dissemination.

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

Oral interpretation will be provided by paraprofessionals and/or teachers during parent-teacher conferences, Parent Coordinator meetings, student disciplinary meetings, and PTA meetings.

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>.

PS231K will follow the Chancellor's Regulations in sending letters, notices, information home in a timely fashion and providing translation interpretation services through the use of on –staff translators and the Translation and Interpretation Unit.



## 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: P231K	DBN: 75K231
Cluster Leader: Gary Hecht	Network Leader: Adrienne Edelstein
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

## 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: P 231K follows English Language Arts standard , the NYS ESL standards and Common Core standards. The Balanced Literacy program with an emphasis on the development of phonemic awareness and comprehension skills supports the development of English literacy. A multi-sensory approach, along with technology, infusion of the arts, and augmentative communication is used to support and enhance the Native Language Arts and English Language Arts curriculum. P231K has 53 LEP/ELL students, 4 in standardized assessment and 49 in alternate assessment. 24 students are mandated for ESL only, 17 for bilingual instruction, and therefore, are in alternate placement, 3 of the 17 students have an alternate placement Paraprofessional that speaks the home language of the child and English. 12 students are served as per their IEPs. The languages represented are Spanish, Cantonese, Haitian, Russian, Urdu, Pakistan, Fulani, French, Bengali, Mongolian ,Polish, and Serbian Croation. The six students participating in the after-school program are autistic(alternate assessment) and were unable to complete all components of the NYSESLAT. Therefore, it was determined that they are all on beginning level. The school's language instruction follows the Common Core Learning Standards and the NYS ESL standards. Also incorporated are ESL strategies such as: Total Physical Response (TPR), language experience approach, scaffolding techniques and graphic organizers. The development of phonemic awareness and comprehension skills through literature-based and standards-based materials are incorporated as well. The use of technology, Smart Boards, classroom computers, adapted switches, and augmentative communication devices such as Super TalkerReview 8 paired with Mayer Johnson symbols are incorporated to give students in alternative assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The schedule of the day, for both the elementary and middle school students, is organized for the ESL teacher and classroom teachers to meet during common prep periods. These prep periods are used to discuss ESL students' needs, design lesson plans which promote language development, and further develop ESL techniques. The ESL teacher has NYC English as a Second Language license and a New York State Permanent Certification in English to Speakers of Other Languages. 231K has a register of 264 students. The ethnic breakdown is as follows: African-American 50%, Hispanic- 25%, White-22%, Asian- 2.5%, Native American- less than 1%. PS 231K's ESL program at 4 of our sites, P180, P238, P215 and P54, serves a population that includes 20.08% ELL students. We have a total of 53 LEP/ ELL students. The ELL demographics for PS 231K are:4 students in standardized assessment and 49 students in alternate assessment. The languages represented are: 29- Spanish, 9 -Cantonese, 4- Haitian, 3- Russian, 1Urdu, 1 Pakistan, 1 Fulani, 1 French, 1 Bengali, 1 Mongolian, 1 Polish, and 1-Serbian Croation. The breakdowns of ELL's by grades are: K- 9 students, grade1- 7 students, grade2- 8 students, grade3- 3 students, grade4 - 9 students, grade5 - 7 students, grade6 - 4 students, grade7- 3 students, and grade8, 3- students. Most of our ELL students participate in alternate assessment and were unable to complete all components of the NYSESLAT. Assessment for the 2010-2011 School Year for the NYSESLAT is as follows: beginning

## Part B: Direct Instruction Supplemental Program Information

level -22 students, intermediate level - 11 students, advanced level- 1 student, In the areas of Listening/Speaking: Beginning level -7 students; intermediate level-14 students; advanced level-11 students; Proficient level- 2 students. In the areas of Reading/writing: Beginning level 23 students; Intermediate Level 10 students: advanced level-1 student; Proficient -0 students. Assessment results for the 2010-2011 school year for NYSSA are as follows: the NYSSA ELA results are: 1 student scored a Level 1; 4 students scored a Level 3; and 58 students scored a Level 4. The NYSSA Math results are: 1 student scored a Level 2; 2 students scored a Level 3; and 50 students scored a Level 4. The NYSSA Science results are: 1 scored a Level 3 and 18 scored a Level 4. More of our students are achieving success in the speaking and listening portions of the NYSESLAT. This data shows that ELLs have made the most gains in these areas. In the reading and writing sections for standard and alternate assessment ELLs, the data shows that ELLs have made significant progress in these areas as well. However, we still need to concentrate further on developing these skills for our students. All data is comparable to non ELL students. On the NYS ELA assessment, ELL students in the standard assessment program performed in the following manner: Level 1 Grade 3- 3 students; Grade 4- 2 students; Level 2 Grade 4- 1 student. On the NYS Math assessment, ELL students in the standard assessment program performed in the following manner: Level 1 Grade 3- 1 student; Grade 4- 3 students; Level 2 Grade 3- 1 student. On the NYS Science assessment, ELL students in standard assessment program performed in the following manner: Grade 4 Level 1- 0 students; Level 2 - 1 student; Level 3- 0 students; Level 4- 2 students.

An after-school program for 2 hours (3:00-5:00) twice weekly on Tuesday and Thursday for 26 sessions starting January 10, 2012 and ending April 19, 2012, excluding school holidays and half days, will provide ESL students with supplemental instruction in ELA. The program will consist of 6 students in a 6:1:1 ratio in grades 6-8, one certified ESL teacher, two paraprofessionals assisting with the Title III program, and a supervising assistant principal. All 6 students are ESL only. Languages of participating students consist of: Chinese, Spanish, Haitian Creole, and Urdu. All instruction will be provided in English by a certified ESL teacher. Two paraprofessionals will be utilized in order to assist the teacher in providing comprehensible input to the students. Students will improve their English language skills by creating and publishing their own social stories along with reading and responding to computer programs designed for ESL students. The computer program that we are looking to use will be Lexia Learning Systems. Differentiated instruction will be provided by creating groups of students based on their ability to communicate, write, and utilize equipment/supplies. The activities of writing, communication, using technology, and daily living and socialization skills required to participate in the after-school program reinforce and enrich the mandated instruction the students receive during the school day. The students selected demonstrate a variety of writing, communication, and socialization skills. Skills range from non-verbal and emergent writing to limited verbal and writing skills. The students will use the Oxford Picture Dictionary (2<sup>nd</sup> Edition) in English, Chinese, Spanish, Urdu and Haitian Creole to help them write their social stories. The program will provide the students' with additional opportunities to communicate by increasing their English language/vocabulary skills, the use of augmentative communication skills, and computer skills with computer programs. The ESL teacher will create rubrics to assess the students' ability to communicate, write, socialize, and use equipment/supplies. The rubrics will be completed for each student at the beginning of the program and again at the completion of the program to assess student progress. Data sheets will be created and used to track student progress. Other indicators of progress will be the ABLLS-R. The social stories and related activities support the AGLIs, and ESL and ELA

## Part B: Direct Instruction Supplemental Program Information

standards. Social stories are stories that focus on specific social skills. They are used to teach social skills and increase language/communication. The student, along with the assistance of the teacher creates a social story using pictures and text. The development of the theme of the social story is determined by the needs of the individual student. This motivates the students to communicate through speech, picture symbols, writing, smart boards or the use of a communication device, subsequently, increasing English language skills. The process of creating the social story requires the student to communicate and increases their verbal and written vocabulary. Board Maker programs will be used to enhance the student's ability to read and write the social stories. When looking into programs for our ESL students, Ms. Bank the assistant principal was able to locate research articles indicating appropriate computer based programs that were designed for ELL students. Lexia Learning Systems, Inc. products were developed due to the NCLB act. The Lexia program was modified in the 1990's to use with the ELL population. Using this software, we can help our students with phonemic awareness, vocabulary and comprehension. The software now comprises a comprehensive reading system, as defined by Dr. Reid Lyon of NICHHD. The reasons for its effectiveness and supporting research are presented below: a) English Language Learners: Ell students have been shown in research to need more development of English Phonemic awareness and sound-symbol correspondence than native speakers. Lexia software offers extensive assessments and skill development activities in both areas to support ELL students. Lexia provides four key benefits: 1) it engages the students, 2) it helps the teacher manage and monitor the teaching process, 3) it provides a structured curriculum that is dependable, and 4) it helps students to shift to effective word attack strategies early. Lexia is a comprehensive reading program. Article: Lexia Learning Systems, Inc. Products in the Context of NCLB. By Jonathan A. Bower.

On March 15 and April 5, 2012, the certified ESL teacher, the Assistant Principal and the two Paraprofessionals will take the six students out into the community to practice interactions in the community by going to the local stores to shop for items that will be included in their Social Stories. The students can practice their social skills, as they learn them through-out the duration of this program.

## 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: [\[?\]\[?\]\[?\]](#) Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. One teacher and two paraprofessionals, will participate in a "Book Study," along with the Assistant

### Part C: Professional Development

Principal, to take place on a weekly basis for eight weeks, one hour per week commencing on Wednesday, January 25, 2012. The book that we will read as a group are Teaching English Language Learners Across the Content Areas by Judie Haynes . Participating in this professional development will provide an opportunity for all of us to enhance and enrich our knowledge of ESL techniques and effectiveness in increasing the students' academic, behavioral, and social skills. Each week the teacher, paraprofessionals, or Assistant Principal will present the salient points of a chapter from the book to the other members of the group and will create discussion questions based on the book and how the chapter's contents may be utilized during the Title III program in assisting students in the creation of their social stories. The dates of the book study are as follows: January 25, February 1, 8, 15 , March 7, 14, 21, and April 4, 2012.

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### 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: A parent orientation to the Title III program will take place during parent teacher conference on November 15, 2011. Parents will also receive the official Title III letter in a language which they understand, detailing the proposed Title III program. The topics for the Title III parent workshops, will be aligned to the Title III program and presented on the four dates listed below, are as follows: 1) Studying sample social stories to assist your child with his/her needs; 2) How your own social stories may help your child communicate; 3) Using picture symbols to enhance language and communication at home; 4) Using social stories to reinforce appropriate behavior. These workshops will be presented monthly by the parent coordinator, assistant principal and/or the certified ESL teacher. Notification of the dates of the Title III program parent workshops will be sent home with students in the parents' native language (Cantonese, Spanish, French, and Urdu). These activities are designed to reinforce work done in the ESL classroom and address a wide variety of skills including: listening, speaking, reading, writing, vocabulary, grammar and social/cultural development. Our Paraprofessionals will provide interpretation for the parent workshops. The four parent workshops are scheduled for January 23, February 13, March 19 and April 16, 2012 from 3 pm – 5 pm.

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	10,254.63	<p>Instruction</p> <p><u>1 Assistant Principal-52.21 X1 1/2hrs X 26 sessions=2036.19</u></p> <p><u>1 Teacher- 49.89 X2 hrs. X 26 sessions =2594.28</u></p> <p><u>2 Paraprofessionals- -28.98 X 2 hours X 26 sessions x 2 paras=3013.92</u></p> <p><u>1 secretary- 30.74 x 5 hours.= 153.70</u></p> <p>Professioal Development Profssional Development:</p> <p>1 Assistant Principal-52.21 X1 hrs X 8 sessions=417.68</p> <p>1 Teacher- 49.89 X1 hrs. X 8 sessions =399.12</p> <p>2 Paraprofessionals- -28.98 X 1 X 8 sessions x 2=463.68</p> <p>Parent Workshops</p> <p>1 Assistant Principal-52.21 X 1 1/2 hrs X 4=313.26</p> <p>1 Teacher- 49.89 X 2 hours X 4 days X days= 399.12</p> <p>2 Paraprofessionals -28.98 X 2 hours X 4 days X 2 paras=463.68</p>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	718.43	<p><u>Printer Ink-</u>  <u>Lexmark 28 Black \$14.11 x 5=70.55</u>  <u>Lexmark 29 Colored \$14.78x5=73.90</u></p> <p><u>Paper-</u>  <u>Copy paper-\$34.70 x 3=104.10</u></p> <p><u>Laminating Material-</u>  <u>Pouches 2.5x3.58-\$4.29x3=12.87</u>  <u>pouches 4x6- \$4.20x3=12.60</u>  <u>pouches 9x11.5-\$12.89x5=64.45</u></p> <p><u>Colored Pencils-</u>  <u>Crayola 12 pack-\$1.37x20=27.40</u></p> <p>Professional Book Study:</p> <p>The book that we will read as a group: Teaching English Language Learners Across the Content Areas by Judie Haynes:</p> <p>28.98 each X 7 =202.86</p> <p>Students Dictionaries:</p> <p>Oxford Picture Dictionary (2nd Edition) in English, Chinese, Spanish,Urdu, and Haitian Creole</p> <p>Dictionary=24.95X 6=149.70</p>
Educational Software (Object Code 199)		
Travel	<u>135.00</u>	<u>Metro Cards for Parents= 4.50 X 30=</u>

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	91.94	refreshments for parents
<b>TOTAL</b>	11,200.00	