



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.369K – COY L. COX SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K369

PRINCIPAL: PRINCIPAL **EMAIL:** RGIULIA@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
Rudy Giuliani	*Principal or Designee	
Mark Maliaros	*UFT Chapter Leader or Designee	
none	*PA/PTA President or Designated Co-President	
Lorraine Lozito	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	
Phil Sylvester	Member/Teacher	
Joseph Nardi	Member/Teacher	
Michael Kagen	Member/Teacher	
Lisa Turner-Maynor	Member/Guidance Counselor	
Anita Pitt	Member/Paraprofessional	
Jeneca Parker	Member/Instructional Coach	
Celia Green	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, students who participate in alternate assessment (n= 101) in our self-contained (6:1:1) classes for students with autism will exhibit a 5% increase in Level 3 to a Level 4 from 76% (75/ 101) to a 81% (80/101) on the ELA component of NYSAA.

By June 2012, 23 2ill exhibit a 3% increase in the number of students who participate in alternate assessment, receiving Level 3-4 on the ELA content area of the NYSAA, as exhibited by an overall increase from 89.2 in 2010-2011 to 92.3 in 2011-2012.

Comprehensive needs assessment

A review of quantitative and qualitative data from Student Annual Needs Determination Inventory (SANDI), Speech Therapy Progress Reports, formal and informal Picture Exchange Communication System (PECS) Assessments, and teacher observations and assessments, indicates a need for increased functional verbal behavior and improved expressive and receptive language skills among all of the students diagnosed with an autism spectrum disorder (ASD) within all of our self-contained (6:1:1), alternate assessment classrooms. A targeted goal to address this area of need will involve implementing the ABLLS-R assessment in all self-contained (6:1:1), alternate assessment classrooms in order to collect, analyze, and monitor further quantitative data in the area of language and communication. Augmentative and Alternate Communication (AAC) techniques (i.e., PECS communication books, programmatic voice output devices, and manual signs and gestures), as well as organizational Joint Action Routine (JAR) programs will be implemented and/or made available within all 6:1:1 classrooms. Through ongoing support from district coaches in the Office of Autism, as well as professional development at the school and district level, all teachers will be trained in ABLLS-R assessment, PECS, AAC, JAR and the use of manual signs, gestures, and visual cues.

Instructional strategies/activities

- a) ABLLS-R Assessment & SANDI Assessment: All students within our self-contained (6:1:1) alternate assessment classes will have on file an ABLLS-R Student Protocol tracking their performance and progress with regard to communication skills within sections A through H of the assessment and/or a SANDI booklet documenting reading, writing, math, communication development, gross/ fine motor development, social emotion/ behavioral, vocational/ transition, adaptive/ daily living skills, and science indicators aligned to the Common Core Learning Standards.
- b) Joint Action Routines (JARs): All students within our self-contained (6:1:1) alternate assessment classes will participate in weekly JARs programs directed by the speech therapists and classroom teachers.
- c) Picture Exchange Communication System (PECS): All students within our self-contained (6:1:1) alternate assessment classes who do not use verbal language as a primary means of communication will receive PECS instruction and utilize a PECS communication book.
- d) Augmentative and Alternative Communication (AAC): All classrooms will have access to Programmatic AAC devices (i.e., Big Macs, Tech/Speaks, etc.) and will implement visual communication systems (i.e., PECS, Sign Language and gestures).
- e) District Support: District Coaches from the Office of Autism will be utilized to support the implementation of the ABLLS-R assessment and Functional Verbal Behavior (RVB) techniques and will provide training to unit coordinators and key teachers in a "train the trainer" model of professional development.
- f) Monthly Staff Meetings: Select monthly meetings will be utilized to collect, review and provide feedback to teachers, as well as to give teachers the opportunity to collaborate, share information and compare data.
- g) Weekly Grade Level Meetings: Teachers will meet for weekly grade meetings in three groups (K-2nd, 3rd-5th and 6th-8th) and will use these meetings to collaborate, share information, and compare data.
- h) Data Collection: Unit coordinators and Assistant Principals will track Teacher accountability and student progress through analysis of ABLLS-R, PECS assessment, teacher observations, speech therapist progress reports. ABLLS-R Protocol grids will be collected and filed for each student to ensure correct

administration and to monitor student progress. IEPs will be cross referenced to ensure that annual goals are being driven by the ABLLS-R assessment and lesson plans will be cross referenced to ensure instruction is related to the IEP goals regarding improved functional verbal behavior and expressive communication skills.

- i) Parent Involvement: Speech therapists, classroom teachers and unit coordinators will develop partnerships with parents to maintain consistency within the home environment with AAC systems such as PECS, AAC devices and/or manual signs and gestures.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide assistance to parents in understanding the Common Core Learning Standards and the New York State Alternate Assessment (NYSAA)
 - Conduct parent workshops with topics that may include: literacy, accessing community and support services, and technology training to build parents' capacity to help their children at home (i.e. JAR, PECS, AAC devices, and/or manual signs and gestures)
 - Arrange opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities
 - Provide 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
 - Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
 - 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - To increase the number of licensed personnel serving in the New York City public schools in speech pathology, a critical shortage area discipline, highly qualified speech pathologists will be attracted by informing prospective hires of the TEACH NYC loan forgiveness program.
 - Newly hired teachers will be recruited from alternative certification programs, such as New York City Teaching Fellows and Teach for America, and candidates from Teachers of Tomorrow will be equally considered.
 - Through the NYC DOE Pathways to Teaching program, financial incentive will be made available to support paraprofessionals to become a highly qualified, certified teacher in a high need subject area.
 - To support newly hired teachers and further develop highly qualified practitioners, teachers will submit extensive portfolio work before receiving tenure.
 - District level and school level professional development will be provided continuously throughout the year, and such opportunities will be recommended individually for teachers as a result of regular classroom walkthroughs and one-on-one feedback sessions using the Framework for Teaching rubric.
 - Participation in coaching cycles and a minimum of 150 hours of mentoring will be made available for new teachers in their first year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Spoons Across America non-profit program delivers and supports food and nutrition-based educational programs to children. It is coordinated at our elementary school program sites where trained volunteers guide students use hands-on education techniques. Classroom teachers and speech therapists provide additional support with PECS, AAC devices, and/or manual signs and gestures.
 - School counselors coordinate with classroom teachers the following Bullying Intervention & Violence prevention programs: dramatic play and speaking/ listening exercises through push-in services, Respect for All week activities and assembly, and using literature to teach bullying intervention themes.

Budget and resources alignment

- District-Level Professional Development: Select teachers will be registered for district-level professional development on administering ABLLS-R & SANDI assessments, implementing JARs, AAC, and FVB techniques; select teachers will then be utilized to turnkey the information within the school.
- School-Level Professional Development: District Coaches and outside professionals will be brought into the school to deliver professional development; Unit Coordinators and/or school-based coaches and/or speech therapists, along with teachers who have been trained by the district, will develop and deliver school-level professional development.
- Professional Learning Communities: Teacher team meetings will operate with a commitment to continuously advance school and district goals for student learning. Members of learning communities, which consist of four to five teachers, analyze data, plan effective lessons and culminating tasks, critique student work, and assist one another in examining the Common Core State Standards students are required to master.
- Funding: Tax Levy Inquiry Team Funding from Children First Initiative (CFI) allocated funds will be utilized to purchase needed materials and professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Students who participate in standardized assessment at our high school programs will exhibit a measurable improvement in passing the RCT exams.

By June 2012, we will exhibit a 7% increase in the number of students from our high school programs who receive passing grades on the RCT exams, as indicated by a total increase from 33% (17/50) to 40% (20/30).

Comprehensive needs assessment

- A review of data obtained from the administration of Achieve 3000 during the 2010-2011 school year indicates that Achieve 3000 was inconsistently implemented at the Academy of Integrated Learning (A.I.L.) high school program. This data also indicated that the students at A.I.L. made only marginal gains in the content area of ELA, specifically with regard to reading comprehension. An analysis of The New York State Regents ELA exam, RCT scores, NYSAA ELA scores, and ARIS further support that gains in the area of reading have been marginal. A targeted goal to address this area of need will involve ongoing support from the Office of Academic Intervention Support, as well as school and district-level professional development on the effective implementation of Achieve 3000, as well as other best practices in the area of literacy instruction in order to improve the quality of instruction in the area of reading and the alignment of instruction and IEP annual goals to the appropriate data. Monthly team meetings consisting of classroom teachers, AIS leaders, technology and literacy coaches, and the Unit Coordinator and/or Assistant Principal will be held to analyze data and monitor student progress. Data will be analyzed to identify students' strengths and needs with regard to reading in order to provide essential information regarding student groupings, differentiation of instruction, intervention supports, and the composition of data-driven IEP annual goals related to improved reading levels.

Instructional strategies/activities

- a) District Support: The District Director of Academic Intervention Support, as well as district coaches, will be utilized to support our teachers in the implementation of Achieve 3000 and will be brought to the school to deliver related professional development.
- b) Staff Meetings: Select weekly meetings will be utilized to collect, review and provide feedback to teachers, as well as to give teachers the opportunity to collaborate, share information and compare data.
- c) Team Meetings: Teams consisting of classroom teachers, AIS leaders, technology and literacy coaches, and the Unit Coordinator and/or Assistant Principal will meet three times each month to analyze data and monitor student progress. Data will be analyzed to identify students' strengths and needs with regard to reading in order to provide essential information regarding student groupings, differentiation of instruction, intervention supports and the composition of data-driven IEP annual goals related to improved reading levels.
- d) Parent Involvement: Parents will be informed of the Achieve 3000 program and encouraged to follow up on and assist with homework assignments and attend meetings at the school to discuss their child's accomplishments, challenges, strengths and needs. Parents will be provided with appropriate training on how to access data from their home computers in order to follow up on assessment results and additional learning opportunities.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - We will provide parents with information regarding the Common Core Standards.
 - Parents will be informed of subjects in which their children have need of extra work and those which show their strengths.
 - A Transitions Fair in January will provide parents with information regarding services and educational opportunities that are available to the students after graduation.
 - Workshops are regularly scheduled to provide support to parents on topics such as IEPs, continuing education, resume building, guardianship, etc. This information can encourage parents find opportunities for further learning as well as aid in supporting their students in the classroom.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Teachers will be interviewed and hired to teach within their certified content area. They will be provided with professional development opportunities to further their knowledge of content areas.
 - Classroom walkthroughs and formal observations will be used to evaluate and monitor teacher effectiveness.
 - Teachers will be provided with materials to appropriately differentiate lessons to meet their students' needs.
 - Teachers will have the opportunity for district-level professional development in implementing Achieve 3000, as well as other best practices in literacy instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Students will participate in job-site training programs designed to support their academic achievement by giving them a practical application for their knowledge.
 - Achieve 3000 will be used in the classroom to increase literacy achievement
 - Math, Science, History, ELA and Culinary Arts departments will meet and work together to develop best practices for instruction that incorporate the Common Core Standards and promote academic achievement.

Budget and resources alignment

- District Level Professional Development: Select teachers will be registered for district-level professional development in implementing Achieve 3000, as well as other best practices in literacy instruction, and will be utilized to turnkey the information at the school level.
- School Level Professional Development: Professional development will be conducted on the school level to support the staff in the implementation of Achieve 3000 in order to improve the quality of instruction in the alignment of instruction and IEP annual goals to the appropriate data.
- Funding: Tax Levy Inquiry Team Funding from Children First Initiative (CFI) allocated funds will be utilized to purchase needed materials and professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, students who participate in standardized assessment at our elementary programs (n=150) will exhibit measurable improvement by reaching the next appropriate Fountas & Pinnell reading level using the Treasures reading program aligned with the Common Core Learning Standards for Reading, based on interval levels of assessments three times a year.

By June 2012, 90% of elementary teachers in standardized grades K-5th will have infused the requirement that students read increasingly complex texts through the grades.

We will exhibit an increase in the number of complex texts students will have read from our elementary school level. Students will improve reading skills by engaging in complex informational texts related to their grade level subject matter. Students will be fully aware of the criteria and performance standards by which their work will be evaluated. Students will be supported in meeting their rigorous instructional goals.

Comprehensive needs assessment

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

While the scores for the literary response and expression strand have been the greatest accomplishment for students in grades 3-5 over the years, a review of quantitative and qualitative data obtained from NYS ELA exam scores, teacher observations and reports, and student portfolio work indicates a need for a more in depth focus on staircase of complexity in the English Language Arts curriculum. By 2014 with the introduction of the Common Core Learning Standards, the exam is expected to increase in the number of test questions and range of complexity specifically related to critical analysis and evaluation.¹ With the common core shifts in ELA, we are working to increase domain-specific texts in science and social studies through the Treasures Reading Curriculum program. In order to prepare our students' college and career trajectory, grade appropriate texts, rich student-to-student conversations, and rigorous tasks embedded in the Common Core will be the central elements of literacy instruction. A targeted goal to address this area of need will involve bringing students' independent Fountas & Pinnell A-Z reading levels up to meet appropriate standards to better comprehend informational literary texts so students can succeed in culminating literacy performance tasks embedded in Common Core-aligned units.² Grounded in research of learner differences and effective instructional settings, Universal Design for Learning (UDL), a research-based framework for designing curricula, will be implemented to support varied and flexible ways to: present or access information, concepts, and ideas (the "what" of learning), (2) plan and execute learning tasks (the "how" of learning), and (3) get engaged--and stay engaged--in learning (the "why" of learning).³ The tasks will be rooted in quality research and inquiry: to improve scores in critical analysis and evaluation, students will write an opinion or argument based on an analysis of informational texts. Through ongoing support from the school-based coach as well as school-wide and ARIS Learn professional development, all teachers will be trained in the Common Core Learning Standards (CCLS) and evaluation of Common Core-aligned tasks.

¹ FLICK, MICHAEL; KUCHEY, DEBBIE. "COMMON CORE STANDARDS EMPHASIZE PROBLEM SOLVING." OHIO JOURNAL OF SCHOOL MATHEMATICS, FALL2010, ISSUE 62, P54-57

² TINDALL, E. "A FRAMEWORK TO ENHANCE TEXT COMPREHENSION." JOURNAL OF ADULT EDUCATION (LARAMIE, WYO.) v. 39 no. 1 (2010) p. 16-22

³ MEO, GRACE. "CURRICULUM PLANNING FOR ALL LEARNERS: APPLYING UNIVERSAL DESIGN FOR LEARNING (UDL) TO A HIGH SCHOOL READING COMPREHENSION PROGRAM." PREVENTING SCHOOL FAILURE, WINTER2008, VOL. 52 ISSUE 2, P21-30, 10P

Instructional strategies/activities

- a) Administrators will conduct regular classroom walkthroughs to ensure lessons are aligned to CCLS. They will identify key changes that need to be made to their curriculum maps to align them to the CCLS. They will provide professional development on goal setting, flexible grouping and instructional differentiation in order to meet individual needs identified in Treasures assessment level of performance. Goals will be posted on student's desks and determined by assessment data.
- b) Coordinators will provide teachers with individual support in planning differentiated standards based lessons and activities in order to increase student engagement and learning. They will create an Anchor Standards Checklist for teachers to use with their units of study.
- c) Consistency across all environments: Information regarding reading levels & goals for individual students will be communicated to all shareholders in our organization; administrators, teachers, related service providers, paraprofessionals and parents/families, to ensure consistent reinforcement of academic rigor across all school environments.
- d) Coach Support: Coach will be utilized to support our teachers in conducting appropriate learning activities that are highly suitable to diverse learners and support the CCLS instructional goals. Coach will support our teachers on effective implementation of the Treasures assessment program throughout the year.
- e) Weekly Grade Meetings: Grade meetings will be utilized for professional development on curriculum materials and resources that are suitable for students-first week of the month. Second & third week to collect, review, and initiate or adapt activities and projects to enhance students understanding. Last week of the month to provide feedback to teachers, to give teachers the opportunity to collaborate, share information and compare students' work and data.
- f) Monthly Meetings: Administrators, teachers, related service providers and paraprofessionals will meet for monthly grade meetings to collaborate and share information of which instructional groups are productive. To share high expectations and discuss adaptation to enhance student learning.
- g) Use of periodic and ongoing assessment opportunities to monitor student progress in between Treasures benchmarks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide assistance to parents in understanding the Common Core Learning Standards, the school wide curriculum Treasures literacy program, as well as city, state, and federal assessments.
 - Conduct parent workshops with topics that may include: literacy, understanding educational accountability grade-level curriculum and assessment expectations, accessing community and support services, and technology training to build parents' capacity to help their children at home
 - Arrange opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities
 - Developing and distributing a school newsletter or classroom web publications through eChalk designed to keep families informed about school activities, instructional resources, and student progress
 - Provide 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
 - Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
 - 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - To increase the number of licensed personnel serving in the New York City public schools in special education, a critical shortage area discipline, highly qualified teachers will be attracted by informing prospective hires of the TEACH NYC loan forgiveness program.
 - Newly hired teachers will be recruited from alternative certification programs, such as New York City Teaching Fellows and Teach for America, and

candidates from Teachers of Tomorrow will be equally considered.

- Through the NYC DOE Pathways to Teaching program, financial incentive will be made available to support paraprofessionals to become a highly qualified, certified teacher in a high need subject area.
- To support newly hired teachers and further develop highly qualified practitioners, teachers will submit extensive portfolio work before receiving tenure.
- District level and school level professional development will be provided continuously throughout the year, and such opportunities will be recommended individually for teachers as a result of regular classroom walkthroughs and one-on-one feedback sessions using the Framework for Teaching rubric.
- Participation in coaching cycles and a minimum of 150 hours of mentoring will be made available for new teachers in their first year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Spoons Across America non-profit program delivers and supports food and nutrition-based educational programs to children. It is coordinated at our elementary school program sites where trained volunteers guide students using hands-on education techniques. Highly qualified classroom teachers provide additional support with aligning the lessons to meet the students' IEP goals and provide cross-curricular complex literature to engage students at their grade level.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - District Level Professional Development: Select teachers will be registered for district-level professional development for best practices in literacy instruction and will be utilized to turnkey the information at the school level.
 - School Level Professional Development: Professional development will be conducted on the school level to support the staff in the implementation of aligning CCLS to the curriculum and lesson plans in order to improve the quality of instruction in the alignment of instruction and IEP annual goals to the appropriate data.
 - Professional Learning Communities: Teacher team meetings will operate with a commitment to continuously advance school and district goals for student learning. Members of learning communities, which consist of four to five teachers, analyze data, plan effective lessons and culminating tasks, critique student work, and assist one another in examining the Common Core State Standards students are required to master.
 - Funding: Tax Levy Inquiry Team Funding from Children First Initiative (CFI) allocated funds will be utilized to purchase needed materials and professional development.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Teachers of standardized assessment and alternate assessment students in grades K-5 will improve teacher effectiveness in competency 3c: Engaging Students in Learning.

By June 2012, 80% of elementary teachers in standardized and alternate assessment grades K-5th will meet expectations of effective teaching for competency 3c, Engaging Students in Learning, as evidenced by frequent cycles of classroom walkthrough, informal and formal observations and feedback using Danielson rubric for effective teaching.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Our students with special needs require a multi-modal approach to learning. With their individual cognitive structures varying, there is a need to present information in different ways to ensure that the lessons are meaningful to every student. Results drawn from the SANDI (Student Annual Needs Determination Inventory) for our alternatively assessed students; as well as those drawn from standardized assessments such as Scantron, Acuity and Fountas and Pinnell support the need for increasing student involvement in the learning process.

Instructional strategies/activities

- a) Administrators will conduct frequent cycles of classroom walkthroughs (CWT) and informal observations using Danielson Rubric focusing on Competency 3c. Using a feedback template they will debrief teachers on areas of strength as well as areas in need of development. Next steps will be included on feedback form. Administrators will ensure that the school community goals and instructional priorities are communicated to all teachers.
- b) Using results of CWT uploaded onto Teachscape, administrators will provide professional development opportunities to all teachers designed to address areas in need of improvement within Competency 3c.
- c) Coordinators will facilitate weekly teacher team meetings that allow teachers to reflect on their current teaching practice. Teachers will then collaborate to find effective instructional strategies for engaging students in learning and improving student success.
Coach Support: Coaches will be utilized to support teachers in lesson planning in the areas of pacing a lesson to ensure a beginning, middle, and end. They will also help teachers in aligning tasks with lesson goals through the lens of Competency 3c. They will support teachers in creating learning tasks that will increase the rigor and quality of student work

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parents will be encouraged to actively participate in their children's education. Open lines of communication (school planners, communication notebooks) will be provided for parents.
 - Parent meetings with flexible timings (morning and afternoon) will allow parents to learn about curriculum and other initiatives presented from the school and the district in a meaningful dialogue that gives parents the chance to comment and provide suggestions.
 - Progress reports will be updated on a regularly scheduled basis to inform parents on their children's progress in the classroom, with suggestions for best practices at home to support their children's learning.

- Parent workshops focusing on areas of need including accessing community support, additional learning materials, literacy programs, behavior management and technology training will provide parents with additional methods of getting involved in their children's education.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Teachers in our school will be provided with opportunities for professional development both within the the school and through Department of Education Development workshops.
 - Teachers will be provided with materials that ensure their ability to meet their students' diverse needs and abilities.
 - Constructivist teaching will encourage students to be engaged in the learning process as explorers rather than observers. Both teachers and students will be knowledgeable of the Common Core Learning Standards as they are applied in the classroom.
 - Teachers will create and maintain extensive portfolios with evidence of professional development and creative and innovative teaching practices to receive tenure.
 - New teachers will be provided with mentoring for a minimum of 150 hours in their first year by veteran teachers and literacy coaches.
 - Teachers will participate in Professional Learning Communities to share knowledge, analyze student work and data, and receive updates on best practices for the classroom.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Students across all grades will participate in Anti-Bullying activities including, but not limited to, role-playing, classroom assignments, performing skits and entering into meaningful dialogues about the effects of bullying and how to prevent it in school.
 - Respect for All week will give students a chance to showcase their commitment to diverse peoples and needs in assemblies presented to the whole school. They will create interactive skits, movies, essays and cartoons that represent their understanding of how to show Respect for All.
 - Students will also be instructed in proper nutrition through health and gym classes. Through their school-provided lunch, they will receive healthy, balanced meals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - School-Level Professional Development: District Coaches and outside professionals will be brought into the school to deliver professional development; Unit Coordinators and/or school-based coaches and/or speech therapists, along with teachers who have been trained by the district, will develop and deliver school-level professional development.
 - Funding: Tax Levy Inquiry Team Funding from Children First Initiative (CFI) allocated funds will be utilized to purchase needed materials and professional development.
 - District Level Professional Development: Select teachers will be registered for district-level professional development for best practices in literacy and math instruction, and will be utilized to turnkey the information at the school level.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	7	7	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
1	10	10	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
2	16	16	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
3	38	38	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
4	27	27	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A

5	25	25	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
6	49	48	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
7	44	46	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	
8	48	48	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
9	34	32	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Small group instruction * 2x weekly * During Teacher Professional Period • Wilson Reading and Foundations – A structured multisensory reading, spelling and phonics program that builds necessary phonetical skills. • One – to – One * 3x weekly * During Teacher Professional Period • Great Leaps Reading – Students work individually with a teacher to help students develop phonics skills, master high frequency sight words, and build reading fluency in their reading.

	<ul style="list-style-type: none"> • Small group instruction * 5x weekly * During Reading Workshop • Professional resources which provide teachers with proven instructional strategies to help improve student learning. These texts address a variety of reading skills in grades k-8. • <i>News-2-You</i>: A leveled interactive online newspaper incorporating science and social studies lessons using SymbolStix.
Mathematics	<ul style="list-style-type: none"> • Small group instruction * 4x weekly * during the math block • Everyday Math games: drill exercises aimed primarily at building fact and operations skills. • Great Leaps Math: focuses on building fluency and basic facts such as addition, subtraction, multiplication and word problems. • Touch Math: Math program used specifically for our Alternate Assessment population. This program recognizes a child's natural pattern of counting by highlighting touch points on each number reflecting the value. It addresses all math concepts
Science	<ul style="list-style-type: none"> • Align curriculum to CCLS • Follow Holtz Science Curriculum • Labs – Experiments • 8th Grade Exit Projects
Social Studies	<ul style="list-style-type: none"> • Align curriculum to CCLL • Holtz-McDougal Curriculum • Follow pacing guides • Hip-Hop History of the World • 8th Grade Exit Projects
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Refer to outside counseling • Group Therapy classes • Small Group Counseling • Individual Therapy
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Refer to outside counseling • Group Therapy classes • Small Group Counseling • Individual Therapy

At-risk Services provided by the Social Worker	
At-risk Health-related Services	<ul style="list-style-type: none">● Refer to School Nurse● Refer to outside medical facilities● Incorporate Parent Coordinator to assist families in getting proper medical care

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Adrienne Edelstein/Gary Hecht	District 75	Borough Brooklyn	School Number 369
School Name Coy L. Cox School			

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

Principal Rudy Giuliani	Assistant Principal Janine Nardone
Coach Shiela Shepp	Coach
ESL Teacher Jeremy Booth	Guidance Counselor Christine Swanson
Teacher/Subject Area Agnieska Poplawski, ESL	Parent Alma Rosa Galeno
Teacher/Subject Area Lisa Bako, ELA & Math	Parent Coordinator Jessica Santos
Related Service Provider Jennifer Gottlieb	Other type here
Network Leader Adrienne Edelstein	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	602	Total Number of ELLs	65	ELLs as share of total student population (%)	10.80%
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Part II: ELL Identification Process

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

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

P369K uses several means to determine ELL status. Our list of ELL's is culled from parent response to the Home Language Survey, which families receive in their native languages; from various ATS documents such as RBIR, REXH, RYOS, RLAT, RLER, RNMR and RLAB; from LAB-R results; from oral interviews with students and their families in English and in the native language, with interpretation provided by alternate placement paraprofessionals or by Jeremy Booth; and from NYSESLAT scores. We also use the LAB-R to determine ELL status within the first ten days of a student's admission at P369K, as well as the Spanish LAB for Spanish-speaking students. Eligibility for testing is determined by ATS reports such as RADP, REXH, RLER, RLAB, ad RMSR. All assessments are administered by Jeremy Booth and Agnieszka Poplawski, who ensure that all four components of each test are given.

Parents are informed that P369K offers ESL through Jeremy Booth and Agnieszka Poplawski, and that native language paraprofessionals are available to serve LEP students mandated for bilingual education.

Delivery of entitlement letters, the return of the Parent Survey, and return of the Program Selection forms are ensured by the LAP committee and Jessica Santos, the parent coordinator.

Students designated as English Language Learners receive immediate service from Jeremy Booth and Agnieszka Poplawski, ESL teachers. Parents are informed of their childrens' placement by Jessica Santos, parent coordinator.

P369K only offers ESL, not bilingual classes, so parents choose ESL by default. The program models at P369K are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	3	3	3	4	4	3	3	4	6	5	6	1	6	51
Push-In				3	4	7								14
Total	3	3	3	7	8	10	3	4	6	5	6	1	6	65

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	65
SIFE	7	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	20

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

	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	20	1	20	25	1	25	20	5	20	65
Total	20	1	20	25	1	25	20	5	20	65

Number of ELLs in a TBE program who are in alternate placement: 12

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	2	1		7	6	5	2	3	5	5	4	1	5	46
Chinese	1		1		1	2	1	2						8
Russian														0
Bengali	1	1			1	1					1			5
Urdu														0
Arabic			1				1							2
Haitian		1				1					1		1	4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	3	2	7	8	9	4	5	5	5	6	1	6	65

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?

Instruction is delivered in push-in and pull-out settings. Program models are ungraded, but all students in ESL groups fall within three contiguous grades of each other. Groups are heterogeneous in proficiency level.

Jeremy Booth and Agnieszka Poplawski each travel between multiple sites to ensure that each student receives their mandated number of instructional minutes, and their student to staff ratios, as per CR Part 154. Mandated ELA instruction is delivered by classroom teachers. P369K does not provide native language instruction. Beginning and intermediate ELL students in grades K-8 receive two units of ESL; advanced students receive one unit of ESL. High school students at the beginner level receive three units of ESL; intermediate level ELLs receive two units; Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA as per CR Part 154 mandates. Mr. Booth and Ms.

A. Programming and Scheduling Information

Poplawski maintain student-to-staff ratios during instruction. To ensure that the students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: The Cognitive Academic Language Approach (CALLA), Total Physical Approach (TPR), Language Experience, Graphic Organizers, Cooperative Learning, and Technology. ELA and NLA are delivered by classroom teachers.

In each program model, content area instruction is delivered in English. To ensure that the students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: The Cognitive Academic Language Approach (CALLA), Total Physical Approach (TPR), Language Experience, Graphic Organizers, Cooperative Learning, and Technology. Materials include notebooks, laptops and iPads. Ms. Poplawski and Mr. Booth work with classroom teachers to understand and support students' content area needs.

ELL's are initially evaluated by Jeremy Booth or Agnieszka Poplawski, and by an alternate-placement paraprofessional or administrator who is fluent in the child's home language.

SIFE students are acclimated to the P369K environment through the use of socialization programs, run by the social studies teacher, Ms. Bono; and they are encouraged to participate in Title III after-school programs, and other after-school programs. Short-term ELL's (less than 3 years) are served according to their CR Part 154 mandates, and are regularly evaluated for progress using formal and informal assessments. Long-term ELL's are served as per the extension of services.

Mr. Booth will focus on each student's strengths and weaknesses in language development. Grade-level material includes Santillana Intensive English, and Glencoe Epressions. Using the NYSESLAT scores as a benchmark the ESL teacher can focus on particular areas that the student needs reinforcement in i.e. reading, writing, listening, speaking, and content areas. The teacher uses a variety of ESL instructional methodologies and strategies to help the student accelerate their academic language development through the use of thematic units, vocabulary games, realia, visuals and manipulatives.

ELL's receiving 4-6 years of service will be instructed as per the strategies described above.

Our long term ELLs will continue to be supported through the communication and technology components of their programs.

Teachers use differentiated instruction to meet the diverse needs of our students. Students in alternate assessment are assessed through the use of classroom data folios, classroom observations, and mastery of short and long term IEP goals in ELA and other content areas. They receive instructional support from an alternate placement paraprofessional who speaks the child's native language and English.

In response to state citation, 369K provides ESL services to all ELL's as per their IEP's. All ELL's are administered the NYSESLAT annually.

Courses Taught in Languages Other than English ⓘ

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

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

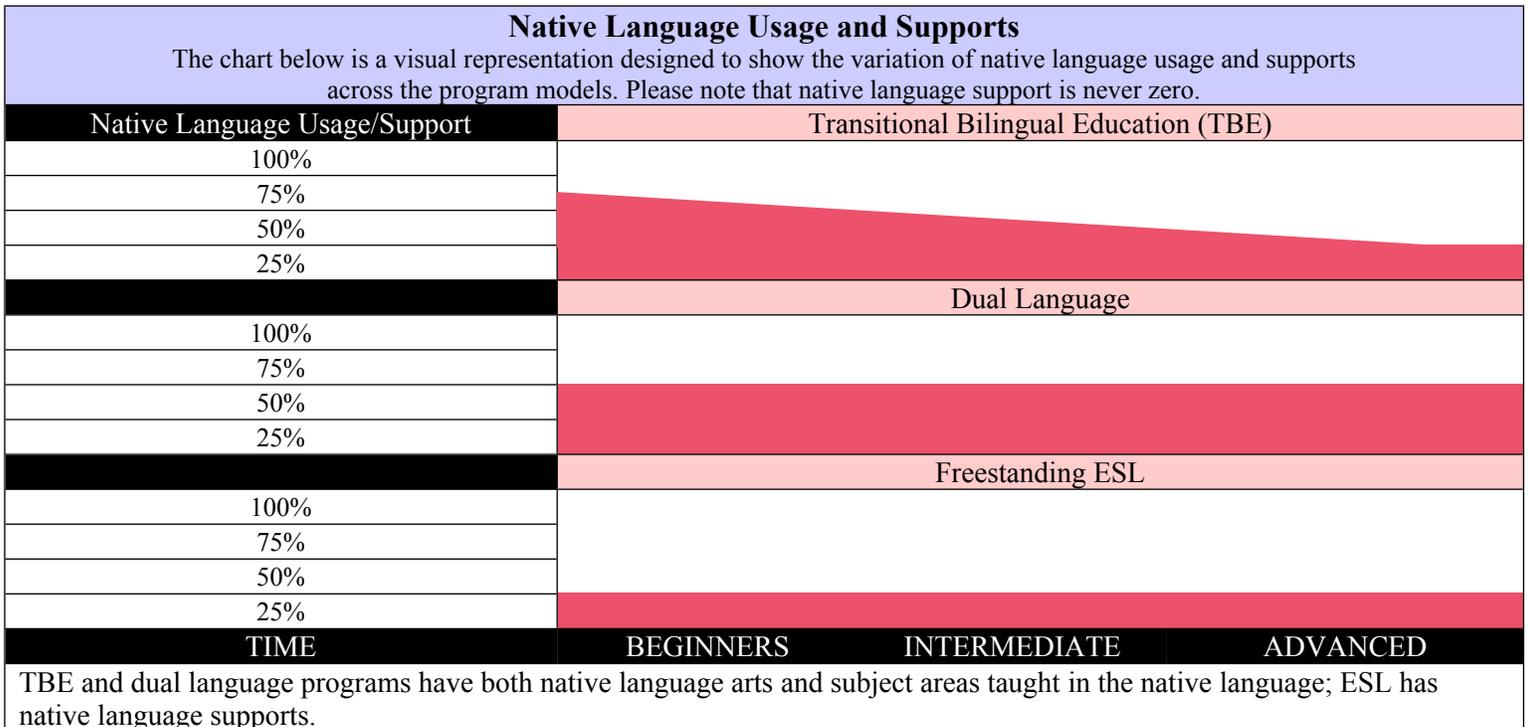
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL materials used)?

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?

ELL's receive targeted intervention in content areas through supplementary tutoring through AIS, and through Achieve 3000, a math and literacy computer program. Targeted ELL subgroups are long-term, short-term, and SIFE ELL's. Instruction is delivered in English.

Children who reach proficiency on the NYSESLAT will receive continuing transitional support from Jeremy Booth and Agnieszka Poplawski, ESL teachers.

In the upcoming year, P369K will use Title III funds to provide ELL's with additional instruction.

No programs or services for ELL's will be discontinued.

ELL's are entitled to any services received by other students, including all related services and after-school. In addition to this, ELL's are eligible for Title III after-school supplemental instruction.

All ELL subgroups are targeted by P369K's linguistic instruction through technology.

The current school year has seen improvements in technology at P369K, and students are being introduced to instructional technology applications such as Sentence Builder, GrapparApp, and SightWords on the iPad.

Native language support is delivered with the help of administrators and alternate placement paraprofessionals fluent in the child's home language.

Required services and resources do correspond to ELL's ages and grade levels, except that our materials all contain lessons suitable for a wide range of ages, abilities and language proficiency.

P369K does not provide students with activities prior to the start of the school year.

P369K does not offer language electives to ELL's.

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.

During the 2011-2012 school year, staff development includes issues pertaining to ELL students such as interpretation and translation services for parents and students, NYS ESL Standards, NYSESLAT testing of ELL students with Autism, Alternate Assessment strategies, incorporation of technology in the ESL curriculum and content areas, and best practices in the ESL classroom. These services

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.

During the 2011-2012 school year, staff development includes issues pertaining to ELL students such as interpretation and translation services for parents and students, NYS ESL Standards, NYSESLAT testing of ELL students with Autism, Alternate Assessment strategies, incorporation of technology in the ESL curriculum and content areas, and best practices in the ESL classroom. These services are provided through the District 75 Department of ELL's. P369K's teachers and paraprofessionals receive support from our district instructional coaches. In addition, we ensure the attendance of administrators, our ESL teacher, classroom teacher, and / or paraprofessionals at district, city, and state wide conferences/ workshops focusing on the education of ELLs. All administrators and teachers are required to attend Jose P. training.

ELL's who transition from middle school to high school or from elementary to middle school meet with counsellors to help make the transition smooth. They also continue to meet with Mr. Booth or Ms. Poplawski, who travel from site to site. This provides students with a sense of continuity from grade to grade. Other staff rely on Jose P. training, and from counsel with the ESL teachers, to make the grade-to-grade transition smooth for ELL's. Records are maintained by Peggy Manning, School Secretary.

All staff are required to complete 7.5 hours of Jose P. training as per state mandates. Training is completed through District 75 Professional Development courses.

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?

Parents are informed of their child's academic progress and status in our ESL program through various means. In September parents are sent a detailed letter about our ESL program and are encouraged to visit the school throughout the school year. Parents are informed of their options during the Educational Planning Conference at the CSE level. Ongoing progress reports are given during parent-teacher conferences and I.E.P. meetings. We also encourage parents to attend the yearly ELL Parent Conference which also allows parents an opportunity to keep informed of the current ESL programs which are offered in the district and throughout the school. Translation and interpretation services are offered through alternate placement paraprofessionals.

P369K does not specifically pair the parents of ELL's with Community Based Organizations.

We evaluate the needs families based on meetings with parents. Parents meet with various support staff including guidance counsellors, assistant principals, ESL teachers, and the parent coordinator. We also evaluate the needs of families using the Home Language Survey. Translation is provided through alternate placement paraprofessionals.

Parents are invited to participate in our Title III after-school program. Activities address a wide range of parental needs, such as language interpretation and translation of documents relevant to their children's progress. We also provide parents with Metro Cards, so that they can travel to and from activities.

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			1	3	2			1	2	1	5		1	16
Intermediate(I)				2	5	2				3			2	14
Advanced (A)				1		1		1	4					7
Total	0	0	1	6	7	3	0	2	6	4	5	0	3	37

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		6		2				12
8	2		1						3
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	6		6	
NYSAA Mathematics	6		6	
NYSAA Social Studies	5		5	
NYSAA Science	5		5	

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P369K		School DBN: 75K369	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rudy Giuliani	Principal		10/25/2011
Janine Nardone	Assistant Principal		10/25/11
Jessica Santos	Parent Coordinator		10/25/2011
Jeremy Booth	ESL Teacher		10/25/11
Alma Rosa Galeno	Parent		10/25/11
Lisa Bako/Math & ELA	Teacher/Subject Area		10/25/2011
	Teacher/Subject Area		10/25/11
Shiela Shepp	Coach		10/25/11
	Coach		10/25/11
Christine Swanson	Guidance Counselor		10/25/2011
Gary Hecht	Network Leader		10/25/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: **75K369** School Name: **P369K**

Cluster: **Gary Hecht** Network: **Adrienne Edelstein**

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

Part A: Needs Assessment Findings

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

Home languages of students and their families are determined through the HLS, through home language functions on ATS, and through personal interviews with families. Materials are sent to parents through the Parent Coordinator, Jessica Santos. P369K uses alternate placement paraprofessionals fluent in other languages to communicate with parents.

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

The majority of P369's non-English speaking families speak Spanish. Some families speak Mandarin, Haitian Creole, and Arabic. P369K communicates with the school community online, through our website.

Part B: Strategies and Activities

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

Written translation of memos and other time-sensitive documents is done by staff members and teachers who are fluent in the families' native languages. In the case of form letters, like the HLS, P369K retains many copies in several relevant languages.

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 is done by staff members and teachers who are fluent in the families' native languages.

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>.

Administrators, ESL teachers or staff working with ELL's provide native language services to students' families. All languages considered covered according to Section VII of Chancellor's Regulations A-663 are spoken by staff members at P369K. Written translation is also done by staff members, and form letters are available on site for all covered languages.

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: P369K	DBN: 75K369
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: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The Title III supplemental instruction program will take place on the second, third and fourth Tuesdays and Thursdays of each month after school, for 38 sessions beginning on November 29, 2011. Each session will last 1.5 hours, from 3:10 to 4:40. 12 students will be invited to participate. Students will be drawn from grades 6-8, with linguistic backgrounds in Spanish and Haitian Creole. These students require a 12:1:1 student to staff ratio. Mr. Booth, certified ESL teacher, will instruct the students. One paraprofessional fluent in English, Spanish and Haitian Creole will assist in the instructional program. These students have been selected based on their need for increased academic support in the areas of literacy and study skills as reflected by their NYSESLAT and LAB-R scores, and the assessment of their classroom teachers. These students respond well to technology, and laptop computers will be used to deliver instruction.

Differentiated instruction will be delivered in English to 1 group of 12 standard assessment students, who will be divided according to academic performance and cognitive development. Direct instruction in literacy will draw upon research-based TESOL methodologies such as the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response, and native language scaffolding. Students will use technology to conduct WebQuests, access literacy-building online games, and create a final project focusing either on memoir or their ancestral cultures. This provides the dual benefit of simultaneous language and technology instruction (Ganesan, Journal of Education Technology Systems, 2007). Students will work through a thematic unit based on the theme of memoir, and will create memoirs as final projects. This will reinforce the concept of self-expression through creative writing, which is congruent with the classroom work students create in their daily Writing Workshop classes. Students will be assessed through the use of performance-based rubrics, continuing assessment throughout the program, and assessment of their final project. This aligns with ESL standards 1, 2, 3, and 5, and technology standard 5.

Students will work on iPads equipped with Bluetooth keyboards, and will save their work on a 2-TB Mac Time Capsule. BoardMaker will also be used for its Mayer-Johnson symbols.

Students will be served by Mr. Booth, certified ESL teacher and by Rafael Otero, our trilingual paraprofessional. The program will be supervised by Assistant Principal Janine Nardone.

Part C: Professional Development

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:

Mr. Booth will lead six professional development workshops for staff participating in P369K's Title III supplemental instruction program. These 1.5 hour sessions will take place on the first Tuesday and Thursday of each month, from 3:10-4:40 PM, beginning December 1, 2011. Professional development will draw on Mr. Booth's experience using technology to provide ESL instruction, and on current research supporting the use of technology for instructional purposes. Professional development will include one PowerPoint presentation per session, one jigsaw research article activity per session, and oral presentations by Mr. Booth. Participating staff will receive instruction on the final projects expected of students. Topics will include using keyboard-equipped iPads to create student work, interpretation for parents, and techniques for creating memoirs. Also, we will read and discuss the book *The World is Open: How Web Technology is Revolutionizing Education*, by Curtis J. Bonk, which focuses on pedagogy through the use of technology. Mr. Booth will be anonymously evaluated by participants at the end of the professional development sessions.

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:

Parents will be initially contacted by native-language and English language letters sent home with their children, and telephone calls from the parent coordinator. Students and their parents will be invited to participate in an orientation session which will take place on the first day of the Title III program. In this session, Mr. Booth will explain the goal of the Title III program, and set expectations for staff, parents and students. Mr. Booth will explain the goal of the Title III program using PowerPoint technology and native language interpretation with the assistance of our trilingual paraprofessional. Parents will be invited to participate in the program on a bi-weekly basis. Students and their parents will participate in a variety of activities reinforcing English language acquisition. These will include interactive games that will bring together students from diverse linguistic backgrounds under the study of English, and will allow parents an opportunity to witness the staff interacting with their ELL children. Parents will be encouraged to take this opportunity to familiarize themselves with the educational technology available to their children, and to assist their children in completing their final projects. Interaction between parents and children will aid in the development of final projects, as parents are a living link to the subject material.

Part E: Budget

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

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,984.20	<p>Instruction: 1 Teacher; \$50.06/Hr x 38 1.5 hr Sessions</p> <hr/> <p>Subtotal: \$2,853.42</p> <p>1 Supervisor; \$52.39/Hr x 38 1.5 hr Sessions</p> <hr/> <p>Subtotal: \$2,986.23</p> <p>1 Paraprofessional; \$29.00/Hr x 38 1.5 hr Sessions</p> <hr/> <p>Subtotal: \$1,653.00</p> <p>1 Secretary; \$30.85/Hr x 10 Hours</p> <hr/> <p>Subtotal: \$308.50</p> <p>Instructional Subtotal: \$7,801.15</p> <p>ProDevel: 1 Teacher, \$50.06/Hr x 6 1.5hr Sessions</p> <hr/> <p>Subtotal: \$450.54</p> <p>1 Supervisor; \$52.39/Hr x 6 1.5hr Sessions</p> <hr/> <p>Subtotal: \$471.51</p> <p>1 Para; \$29.00/Hr x 6 1.5hr Sessions</p> <hr/> <p>Subtotal: \$261.00</p> <p>ProDevel Subtotal: \$1,183.05</p> <p>Total: \$8,984.20</p>

