



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BROOKLYN TRANSITION CENTER P373K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K373

PRINCIPAL: MS. REGINA TOTTENHAM **EMAIL:** RTOTTEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Regina Tottenham	*Principal or Designee	
Pam Jackson	*UFT Chapter Leader or Designee	
Melody Foxworth	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, there will be an increase in positive behavior in 6:1:1 classes of students with autism as evidenced by a 5% decrease in the Online Reporting System (OORS) as compared to the 2010 – 2011 school year.

Comprehensive needs assessment

2010 – 2011 OORS Report indicated that the following incidents involved students classified with autism (6:1:1):

- 43% of all Level 1 incidents,
- 33% of all Level 3 incidents
- 66% of all Level 4 incidents
- Review of Behavior Intervention Plans (BIP) indicates need for additional behavior supports.

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,
 1. “Get Ready to Learn”, a classroom based yoga therapy program, will be implemented on a daily basis to aid in the reduction of anxiety and stress.
 2. Touch Screen monitors, an assistive technology device, will be purchased for use in 6:1:1 classes to enable students to independently access numerous computer programs independently and reduce frustration while elevating self-esteem.
 3. I pads, an assistive technology device, will be purchased for use in 6:1:1 classes to enable students to use applications that will enhance communication and express emotions to reduce frustration.
 4. A Sensory Cart will be purchased and used as a behavior intervention strategy that will offer students an opportunity to decrease negative reactions to sensory overload.
 5. The school-wide behavior program, CARS (Cooperation, Accountability, Respect, Safety), will be continued and used as a behavioral motivation.
 6. The use of Functional Behavioral Analysis (FBA) and Behavior Intervention Plans (BIP) will continue to be developed, monitored and modified.
 7. Professional development in Therapeutic Crisis Intervention (TCI), Emotional Literacy training, and other behavioral intervention strategies will be provided by District 75 and the school’s Conflict Team.
 8. Pupil Personnel Team will case conference on an as-needed basis
 - b) staff and other resources used to implement these strategies/activities
 1. Get Ready to Learn: All 6:1:1 classroom teachers and paraprofessionals, , related service providers
 2. Touch Screen Monitors: All 6:1:1 classroom teachers and paraprofessionals
 3. iPad: All 6:1:1 classroom teachers and paraprofessionals, , related service providers
 4. Sensory Cart: All 6:1:1 classroom teachers and paraprofessionals, , related service providers
 5. Functional Behavioral Assessment (FBA), Behavior Intervention Plan (FBA): All 6:1:1 classroom teachers and paraprofessionals and Conflict Team
 6. Therapeutic Crisis Intervention (TCI): District 75 professional development
 7. Emotional Literacy training provided by District 75 coach.
 8. Pupil Personnel Team
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Professional development in behavior management strategies
Weekly cohort meetings
Inquiry team meetings

Monthly staff meetings
Bi-monthly Pupil Personnel Team meetings
Meetings with Conflict team as needed
Meetings with administration as needed
Participation in Get Ready to Learn

d) timeline for implementation.

1. Get Ready to Learn implementation September 2011, professional development September – December 2011
2. Touch Screen Monitors purchase January 2012
3. iPad: Purchase and implementation September 2011, training on Election Day, November 2011 and through June, 2011
4. CARS: September – June 2012 – monitored daily
5. FBA & BIP: Implemented September 2011, monitored daily
6. Sensory Cart: purchase in December 2011
7. TCI: Implementation September 2011, ongoing use
8. Emotional Literacy Training: December 2011- June 2012

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.
 1. Teachers will increase parental contact through weekly telephone calls, meetings, e-mails, and notes home to reinforce strategies implemented
 2. District 75 trainings offered in behavior management techniques for parents
 3. Get Ready to Learn training for parents at school level

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 1. Needs assessment survey
 2. Analysis of Get Ready to Learn data to determine teacher effectiveness
 3. Professional Development: Emotional Literacy Training, iPad Training, Sensory Cart, FBA, BIP, Get Ready to Learn
 4. Peer Empowerment through cohort meetings

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.
- Emotional Literacy Program
- 12 month school year
- Violence Prevention Programs: Therapeutic Crisis Intervention (TCI) and Life Space Crisis Intervention (LSCI)

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.

Sensory Cart: TL Instructional Programs CW

Get Ready to Learn: TL Instructional Programs CW

Touch Screen Monitors: Reso A funds

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, there will be improved student proficiency in ELA as evidenced by successful completion of Student Learning Portfolios and a 5% increase in SANDI ELA performance indicators in the course of one year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 1. IEP Mastery Tracking Form and Brigance Priority Goal Assessment Forms 2010-2011 showed 85% mastery of ELA and Math goals.
 2. 2010-2011 ELA Data Inquiry Project showed a need for increase of rigorous instruction in ELA
 3. Review of student data binders from 2010-2011 demonstrated work rated at Level 1 or Level 2 according to Webb's Depth of Knowledge indicating the need for more rigor

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,
 1. High school students' baseline data will be taken 3 times per year using SANDI Assessment (October, February and June)
 2. Each high school student will create a Student Learning Portfolio in order to capture evidence of student learning over the assessment period and student work will be assessed using the SLP Rubric in October, February, and June
 3. Professional development on the ELA Common Core Standards (CCS) and "Evaluating student work" will be conducted on Election Day and throughout the year during weekly cohort meetings
 4. Curriculum committee will meet weekly to align curriculum to the CCS
 5. Cohorts will meet on a weekly basis with the Inquiry Team to discuss student work and alignment to CCS
 6. Administrative cabinet will review student binders quarterly with attention to integrating CCS to student work
 7. Implementation of "UNIQUE", a cohesive curriculum, will be used school-wide to align ELA to the CCS.
 8. Administrative cabinet will review "UNIQUE" data on a quarterly basis to monitor student progress.
 - b) staff and other resources used to implement these strategies/activities,
 1. Purchase of SANDI Assessment and UNIQUE curriculum
 2. Curriculum Committee
 3. Inquiry team
 4. Cohort meetings
 5. Administrative Cabinet
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 1. Weekly cohort meetings
 2. Staff Professional Growth Plan

3. Feedback from professional development workshops
4. Monthly staff meetings
5. Curriculum committee
6. Data team

d) timeline for implementation.

1. SANDI Baseline data: November, February and June
2. Student Learning Portfolio: October - June
3. Professional development on the ELA CCS: Election Day and throughout the year during weekly cohort meetings beginning in October
4. Professional development on "Evaluating student work": Election Day and throughout the year during weekly cohort meetings beginning in October
5. Curriculum committee: Weekly meetings September - June
6. Cohorts: Weekly meetings September - June
7. Administrative review of student binders: November, January, March, June
8. UNIQUE: October - June

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 provided with individual assessments on a quarterly basis along with other pertinent school information. Flexible meeting times for School Leadership Team will be scheduled where information will be disseminated. Targeted workshops will be developed to support the Parent Association.

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.

Administration will conduct informal and formal assessments throughout the year. Teachers will perform self assessment in ARIS. Teacher Professional Growth Plan and Teacher Needs Assessment Plan will determine differentiated needs for professional development. Professional Development will be conducted in school and District 75 for SANDI and UNIQUE; Inquiry team work will be conducted weekly.

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.
- 12 month school year

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.
- Purchase of UNIQUE: TL Instructional Programs CW
- Purchase of SANDI Assessment: TL Instructional Programs CW

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, 90% of students will participate in age-appropriate vocational instruction and increased options for job-related community-based instruction as evidenced by a 10% increase in Transition, Junior and Senior worksites; and the participation and completion of a service-learning project by all Freshman, Sophomore, 6:1:1 and 8:1:1 students.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 1. Vocational Level 1 Student Assessment showed the need for additional vocational opportunities to enhance student success.
 2. Vocational Level 1 Parent Assessment identified that parents would like their young adults to have more opportunities for community based instruction and experiences
 3. Analysis of 2010 – 2011 student outcomes indicated need for expansion of high school based vocational opportunities and development of vocational skills.
 4. As per the Learning Environment Survey parental response, 23% felt the need for more life skills training, 18% wanted more hands-on learning experiences, and 14% wanted better job training.
 5. Review of student outcomes from 2010 – 2011 school year showed a need for increased vocational options for students.

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,
 1. Job developer will continue to develop community based opportunities.
 2. UNIQUE curriculum, developed for students with challenges, will be purchased and implemented throughout the school to enhance vocational skills
 3. The WAVE and EDEN curricula will be used to augment UNIQUE.
 4. All students will participate in community based instruction and job related activities
 5. The SANDI assessment will be used by all high school students to develop baseline vocational goals, and progress will be monitored in February and June.
 6. A Transition Fair will be conducted in March, 2012 for students and parents to meet with adult service providers
 7. Bulletin Boards will be regularly updated to inform and inspire younger students about the opportunities available in work based learning programs
 8. Administrative team and job developer will meet regularly with teachers to track progress at work sites
 9. Student stipend (VATEA and TOP) will be used to motivate students to accomplish their vocational goals
 10. IEP goals will be monitored on IEP tracking forms on a weekly basis.
 11. Vocational Level 1 Assessments will be conducted for all students
 12. Bi-monthly worksite assessment forms will be reviewed
 13. Celebrations of service learning projects will be held in December, 2011 and May, 2012.
 14. "Overcoming Obstacles Life Skills", a curriculum focused on goal setting in career exploration, will be utilized to successfully implement Service Learning Projects.
 15. Culinary Arts and Custodial Training sites will be developed to provide greater opportunities for work experiences.
 16. Professional Development on Transition Planning will be conducted on Election Day and throughout the year at cohort meetings.

b) staff and other resources used to implement these strategies/activities,

1. Purchase of SANDI
2. Purchase of UNIQUE
3. WAVE curriculum
4. EDEN curriculum
5. Overcoming Obstacles Life Skills curriculum
6. Administrative team
7. Job Developer
8. Transition Staff
9. All teachers and paraprofessionals

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

1. Staff training in UNIQUE and SANDI
2. Transition staff plans the transition fair
3. Weekly high school cohort meetings
4. Bi-monthly transition staff meetings
5. Monthly staff meetings
6. Staff training in Transition Planning

d) timeline for implementation.

1. Job Developer: September – May
2. UNIQUE: September – June, 2012
3. WAVE and EDEN: September – June, 2012
4. Community based instruction: September – June, 2012
5. SANDI: October, February, June
6. Transition Fair: March, 2012
7. **Administrative** team and job developer meetings: weekly
8. Student stipends: November - June
9. IEP goals: weekly tracking
10. Vocational Level 1 Assessments: October
11. Bi-monthly worksite assessment forms
12. Professional Development Transition Planning: November 2011 – June 2012

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 provided with individual assessments on a quarterly basis along with other pertinent school information. Flexible meeting times for School Leadership Team will be scheduled where information will be disseminated. Targeted workshops will be developed to support the Parent Association. Person centered planning meetings will be conducted for all graduating students.

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.

Administration will conduct informal and formal assessments throughout the year. Teachers will perform self assessment in ARIS. Teacher Professional Growth Plan and Teacher Needs Assessment Plan will determine differentiated needs for professional development. Professional development will be conducted on Transition Planning.

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.
- 12 month school year
- OPWDD
- Access-VR

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.

Purchase of Unique curriculum: TL Instructional Programs CW

Purchase of SANDI assessment: TL Instructional Programs CW

Student stipends: VATEA and TOP

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

- **By June 2012, there will be improved student proficiency in Math as evidenced by successful completion of Student Learning Portfolios and a 5% increase in SANDI Math performance indicators in the course of one year.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 1. IEP Mastery Tracking Forms and Brigance Priority Goal Assessment Forms 2010-2011 showed 85% mastery of Math goals.
 2. Review of student data binders from 2010-2011 demonstrated work rated at Level 1 or Level 2 according to Webb's Depth of Knowledge indicating the need for more rigor

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,
 1. High school students' baseline data will be taken 3 times per year using SANDI Assessment (October, February and June)
 2. Each high school student will create a Student Learning Portfolio in order to capture evidence of student learning over the assessment period
And student work will be assessed using the SLP Rubric in October, February and June
 3. Professional development on the Math Common Core Standards (CCS) and "Evaluating student work" will be conducted on Election Day and throughout the year during weekly cohort meetings
 4. Curriculum committee will meet weekly to align curriculum to the CCS
 5. Cohorts will meet on a weekly basis with the Inquiry Team to discuss student work and alignment to CCS
 6. Administrative cabinet will review student binders quarterly with attention to integrating CCS to student work
 7. Implementation of "UNIQUE", a cohesive curriculum, will be used school-wide to align Math to the CCS.
 8. Administrative cabinet will review "UNIQUE" data on a quarterly basis to monitor student progress.
 - b) staff and other resources used to implement these strategies/activities,
 1. Purchase of SANDI Assessment and UNIQUE curriculum
 2. Curriculum Committee
 3. Inquiry team
 4. Cohort meetings
 5. Administrative Cabinet
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 1. Weekly cohort meetings
 2. Staff Professional Growth Plan

3. Feedback from professional development workshops
4. Monthly staff meetings
5. Curriculum committee
6. Data team

d) timeline for implementation.

1. SANDI Baseline data: November, February and June
2. Student Learning Portfolio: October - June
3. Professional development on the Math CCS: Election Day and throughout the year during weekly cohort meetings beginning in October
4. Professional development on "Evaluating student work": Election Day and throughout the year during weekly cohort meetings beginning in October
5. Curriculum committee: Weekly meetings September - June
6. Cohorts: Weekly meetings September – June, 2012
7. Administrative review of student binders: November, January, March, June
8. UNIQUE: October – June, 2012

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 provided with individual assessments on a quarterly basis along with other pertinent school information. Flexible meeting times for School Leadership Team will be scheduled where information will be disseminated. Targeted workshops will be developed to support the Parent Association.

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.

Administration will conduct informal and formal assessments throughout the year. Teachers will perform self assessment in ARIS. Teacher Professional Growth Plan and Teacher Needs Assessment Plan will determine differentiated needs for professional development. Professional Development will be conducted in school and District 75 for SANDI and UNIQUE; Inquiry team work will be conducted weekly.

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.
- 12 month school year

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.
- Purchase of UNIQUE: TL Instructional Programs CW
- Purchase of SANDI Assessment: TL Instructional Programs CW

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

- By June, 2012, there will be an increase in targeted instructional practice as measured by an increase in student engagement evidenced by low-inference observation.

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.
- Review of student data binders from 2010-2011 demonstrated work rated at Level 1 or Level 2 according to Webb's Depth of Knowledge indicating the need for more rigor.
- Review of student outcomes from the 2010 – 2011 school year indicates the need for increased targeted instruction.

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,
 - Administrative cabinet will create a schedule of teacher observations and collaborative meetings for the purpose of providing meaningful feedback, based upon a research-based rubric.
 - A rotating "walk-through" committee consisting of administrators, teachers, related service providers and paraprofessionals will schedule visits to each classroom on a quarterly basis with a focus upon selected components of a research-based rubric and walk-through feedback sheets will be shared with staff in a timely manner. (November, January, April, June)
 - Teachers will engage in self-reflection regularly via ARIS learns self-assessments and through the completion of a Professional Growth (November, February, May)
 - The curriculum committee will create and conduct a professional development needs assessment, and will develop and implement a plan for ensuring effectiveness of professional development.
 - The Professional Development model will be streamlined for the purpose of ensuring that teachers "learn what they need", and "practice what they learn".
 - Teachers will receive professional development in the creation of Student Learning Portfolios and SLP's will be reviewed quarterly in a collaborative teacher/administrative meeting to monitor student progress.
 - Inter-visitations will be scheduled throughout the year to enhance peer collaboration.
 - b) staff and other resources used to implement these strategies/activities,
 - Administrative team
 - Curriculum committee
 - Teachers
 - Related service providers
 - Paraprofessionals

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 Administrative/ teacher meetings will be conducted after each observation with specific feedback for improvement
 Professional growth plans will be developed
 Targeted professional development based on needs assessment will be conducted
- d) timeline for implementation.
 Teacher observations will be conducted September – June, 2012
 Professional Growth Plan – November, 2011
 Walk-through quarterly (November, January, March, May)
 Student learning portfolio review - February, June, 2012
 Professional development September – June, 2012
 Inter-visitations – October – June, 2012

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 provided with individual assessments on a quarterly basis along with other pertinent school information. Flexible meeting times for School Leadership Team will be scheduled where information will be disseminated.

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.
- Administration will conduct informal and formal assessments throughout the year based on a research-based rubric. Teachers will perform self assessment in ARIS. Teacher Professional Growth Plan and Teacher Needs Assessment Plan will determine differentiated needs for professional development. Collaborative Inquiry team work will be conducted weekly. Inter-visitations will be scheduled.

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
8								
9	23	23	23	23	IEP mandated only	IEP mandated only	IEP mandated only	IEP mandated only
10	31	31	31	31	IEP mandated only	IEP mandated only	IEP mandated only	IEP mandated only
11	37	37	37	37	IEP mandated only IEP	IEP mandated only	IEP mandated only	IEP mandated only
12	136	136	136	136	IEP mandated only	IEP mandated only	IEP mandated only	IEP mandated only

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA: Caught Reading Quick Reads Unique Wilson Scantron SMILE Reading A-Z Eden Curriculum Balanced Literacy</p>	<p>Small group and 1:1 instruction – 5X weekly – during the AM literacy block Caught Reading: A systematic, leveled program with development of phonics, language and reading skills which promotes and celebrates reading with books, newsletters, posters, etc. Quick Reads: Small-sized fiction and non-fiction books for emergent adolescent readers Unique: A standards-based curriculum designed for special learners incorporating all content areas Wilson: A highly structured, scripted phonics program Scantron: An online assessment and reading program used for students in inclusion classes for Grade level 2+ reading skills SMILE: Reading program for students without phonics skills Reading A-Z: Curriculum designed with printable teacher materials to teach leveled reading, phonemic awareness, reading comprehension, reading fluency, alphabet, and vocabulary Eden: A reading curriculum specifically designed for students with autism Balanced Literacy: Comprehensive, structured reading methodology</p>
<p>Mathematics: Equals Attainment Explore Math Eden Curriculum Unique</p>	<p>Small group and 1:1 instruction – 4X weekly – during the math block Equals: Modified K-12 math curriculum with hands-on materials Attainment: Math program with picture symbols Eden: Math program with picture symbols designed for students with autism Unique: A standards-based curriculum designed for special learners incorporating all content areas</p>
<p>Science: HIV/ AIDS Curriculum Health/ Sex Ed Curriculum Eden Attainment Health Growth & Development Unique</p>	<p>Small group instruction 2X weekly during the science period HIV/AIDS curriculum supports instruction in prevention of STD's and HIV/ AIDS Health/ Sex Education curriculum provides lessons in promoting good health and safe sexual behaviors Eden: Science curriculum specifically designed for students with autism Attainment: Health sex education curriculum with picture symbols Unique: A standards-based curriculum designed for special learners incorporating all content areas</p>
<p>Social Studies: CMVI – Transition Center Wave Curriculum CDOS/ ADL Syracuse Curriculum Unique Overcoming Obstacles Life Skills</p>	<p>Community Based Vocational Instruction (CBVI), The Career Path & Travel Training Programs provide students with small group and 1:1 vocational instruction during the school day – 3 -5 X weekly Wave Curriculum – a vocational curriculum stressing skills needed to improve vocational outcomes Career Development and Occupational Studies curriculum and instruction in Activities of Daily Living support the life skills/ vocational program during the school day in small group and 1:1 instruction Syracuse Curriculum – a comprehensive functional and vocational curriculum Unique: A standards-based curriculum designed for special learners incorporating all content areas Overcoming Obstacles Life Skills Program: comprehensive curricula to engage students in motivational</p>

Program	activities and lessons focused on communication, decision-making and goal setting in career exploration.
At-risk Services provided by the Guidance Counselor: PBIS, Intensive Counseling/ Guidance, LSCI, TCI, BIP	Intensive counseling/ guidance, Life Space Crisis Intervention, Therapeutic Crisis Intervention, Positive Behavior Intervention Strategies are provided in 1:1 and small group instruction Behavior Intervention Plans - Individual Behavior Plans written for students based on SWIS, OORS and anecdotes.
At-risk Services provided by the School Psychologist: LSCI, Intensive Counseling/ Guidance	Intensive counseling/ guidance, Life Space Crisis Intervention are provided in 1:1 and small group instruction during the school day as needed
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services: Clubs CHAMPS Health and Fitness Get Ready to Learn	After school – 4X weekly, In school – 1X weekly during block Students participate in clubs such as basketball, dance, cheerleading, cooking etc. CHAMPS – after school program for health and fitness Get Ready to Learn: Daily classroom program with directed breathing exercise and movement sequences designed to enhance central attention.

**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 Mr. Gary Hecht/Mr. K. Louissaint	District 75	Borough Brooklyn	School Number 373
School Name The Brooklyn Transition Center			

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

Principal Ms. Regina Tottenham	Assistant Principal Mr. Roger Greenidge
Coach Ms. Joyce Lacerra	Coach type here
ESL Teacher Ms. Amercy Shields	Guidance Counselor type here
Teacher/Subject Area Mr. Joseph Aguiar/Biling. Sp.	Parent Yajaira Marte
Teacher/Subject Area Mr. Felix Valentin/Biling Sp.	Parent Coordinator Ms. Tisha Lamb
Related Service Provider Ms. Santa Grillo-Amuroso/Bi.GC	Other type here
Network Leader Mr. Ketler Louissaint	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	1	Number of certified bilingual teachers	2	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	320	Total Number of ELLs	72	ELLs as share of total student population (%)	22.50%
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Part II: ELL Identification Process

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

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

At P373K English language Learners (ELLs) are identified by the careful examination of various student records. We begin this process by consulting our schools computerized student records data system, namely Automate the Schools (ATS). A number of reports are run. These include, but are not limited to, RADP, LAB-R, REXH, HISE, RLAT, RYOS, RDGS and RLER. The CAP (Child Assistance Program), another electronic student record system is also consulted to help identify ELLs.

In addition the students' files are examined for the existence of specific documents such as the existence of Home Language Identification Survey (HLIS). IEPs are also checked in order to help determine the students' mandates. Student's Home Language is already determined by the time they reach our school. In those cases where students are entering the school system for the first time, one or both of our fully-certified Spanish Bilingual teachers, Mr. Felix Valentin and Mr. Joseph Aguiar administer(s) the HLIS. Prior to the administering of a formal initial assessment, an informal initial interview in English and in the Native language is conducted in order to help determine the student's home language. Again, these interviews are conducted by our fully certified Spanish Bilingual teachers. For those students requiring the LAB-R, this test must be administered to them within ten (10) days of entering school. If a student does poorly on the LAB-R, and their Native language is Spanish then they will be given the Spanish LAB. When necessary, the tests are administered by our fully-certified ESL teacher, Ms. Amercy Shields.

Each year the New York State English as a Second Language Achievement Test is administered to all ELLs. This includes not only those students mandated for Bilingual and ESL services, but also those ELLs who are required to be served as per their IEPs. ELLs, all of whom are given the NYSESLAT, are identified again by consulting ATS reports, such as, RLER, RDGS, REXH, HISE and RHSP. In addition, CAP (Child Assistance Program) is consulted in helping to identify ELLs. The NYSESLAT is administered collaboratively by our fully certified Bilingual teachers and our fully certified ESL teacher. A schedule of testing is devised by our Bilingual/ESL pedagogues to ensure that all students are tested in all four modalities. If a student is absent for one or modality his/her absence is noted and every effort is made to administer that modality(-ies) within the range of prescribed dates.

Parents are apprised of the fact that the programs offered at P373K are a Transitional Bilingual Education program and a Freestanding ESL program with a Push-in /Pull-out model. This is done during the initial parent orientation done at the beginning of the school year. This orientation is facilitated by our, the P373K liaison, the schools two (2) fully certified Bilingual teachers, our ESL teacher and as many member of LAP committee as possible. Parents are advised of the schools instructional program for their children.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	4	14	18
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	4	14	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	72
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	32

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. ①

	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	4		4	4		4	10		10	18
Dual Language										0
ESL	13		13	19		19	22		22	54
Total	17	0	17	23	0	23	32	0	32	72

Number of ELLs in a TBE program who are in alternate placement: 2

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												4	14	18
Chinese														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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	4	14	18										

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: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	3	8	34	46
Chinese										1			1	2
Russian														0
Bengali														0
Urdu													1	1
Arabic													1	1
Haitian												1	2	3
French														0
Korean														0
Punjabi														0
Polish												0		0
Albanian														0
Other													1	1
TOTAL	0	2	3	9	40	54								

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

A. Programming and Scheduling Information

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?

373K has two self-contained Spanish Transitional Bilingual Education classes. One of these is in our main building the other is full-time at a community-based worksite. Each of the TBE classes is made up of students of mixed proficiency levels. Instruction is differentiated to address the instructional needs of students with different proficiencies. Our ESL program is comprised of (3) three different groupings based on proficiency levels and follows a Push-in /Pull-out model. Teachers consult IEPs and other records when student enters school. In addition, teachers do an informal assessment of students in their Native Language, which as in the case of P373K, is Spanish. Teacher-made tests are administered in the content areas of Reading, Math, Science and Social Studies. These tests are administered in students' Native language by their respective Bilingual teachers.

Schedules are developed in a manner that permits the (2) bilingual teachers to provide at least the minimum number of units/wk in Native Language Arts and English Language Arts (ELA) instruction as required by CR Part 154. ELL students at the Beginning level of proficiency receive three (3) units i.e 540 min/wk. , students at Intermediate level receive two (2) units i.e. 360 min/wk. while students at the Advanced level receive one (1) unit i.e 180min./wk. and 180min./wk. of English Language Arts instruction. In each of our programs, the required number of instructional units/minutes are delivered. For explicit ESL, three (3)units/540 minutes are delivered to student at the Beginning level of proficiency, two (2) units/360 minutes for students at the Intermediate level and one (1) unit/180min for students at the Advanced level of proficiency. For students at Advanced level of proficiency, one (1)unit/180 minutes of ELA is provided. Native Language Arts is provided in provided in the following ratios based on proficiency: Beginning 60:40, Intermediate 50:50 and 25:75 ratios and based on 45 minutes instructional periods for the duration of each day. These units/minutes meet the weekly instructional requirements as per CR Part 154.

Content area instruction is provided as follows: a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: Language Experiences, the Natural Approach, Scaffolding Techniques and the use of graphic organizers. Content Area Instruction follows the NYS Content Area Standards. The W.A.V.E (Work, Achievement, Values & Achievement) curriculum is used to address the content area of Mathematics, Social Studies and Science This curriculum is used by both Bilingual teachers teachers as well as by the ESL teacher. The Ablenet "Equals" Mathematics Curriculum is used with Ells as well as their non-ELL peers. The instructional needs of our more severely disabled students in the content areas of Mathematics, Social Studies and Science are met through the use of the Unique curriculum. This curriculum is highly differentiated and sequential and allows for teachers to monitor progress made by students. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction. The materials used are age and grade appropriate and are of an eclectic nature. They come from various sources including Santillana, Benchmark, Rigby (On Our Way to English), National Geographic Theme Sets, teacher-made and differentiated materials as well as augmentative devices such as Dynavox and Big Mac.

At the present moment we do not have any SIFEs. Should we have any SIFEs at a later date, we would first provide an orientation of the school to the students and their families and plan for differentiated instruction to address their needs . Such a meeting(s) would be facilitated by the Bilingual and ESL team, classroom staff and members of the LAP committee. In addition, SIFEs and Newcomers are targeted for (AIS) Academic Intervention Services. The Unique curriculum, a highly differentiated instructional curriculum, is used with Newcomers (ELLs in US less than three (3) years). These students are also given the opportunity to benefit from peer-tutoring and after-school programs.

A. Programming and Scheduling Information

Our ELL students with disabilities whose IEPs mandate bilingual instruction, and whose Native language is not Spanish are assigned Alternate Placement Paraprofessionals. In addition, these students are provided ESL instruction by our certified ESL teacher to ensure that each student receives an appropriate program.

Another component of our instructional plan for SIFEs, is to draw heavily from the support provided by our (2) two Family Workers. One of these workers is fluent in English, Spanish, Haitian-Creole and French: the other is fluent in Spanish and English. Family Workers serve as a vital link between school, home and community. We know the importance of this linkage, since, more often than not, lack the facility with English language and as a result are unable to access vital services.

Students receiving service (4) four to (6) years are supported through a continuance of their ESL services, as per their IEP and in accordance with their proficiency levels as indicated on the NYSESLAT. ELLs having (6) six or more years of service, our long-term ELLs, are integrated into one of full-time community-based worksites where they job-train alongside adults who speak both their Native language and English. These students benefit from being in a work-based program where, in the performance of their training, they interact with worksite personnel, the majority of who share the same Native Language (Spanish).

P373K provides ESL (English as a Second Language) and Bilingual services to all ELL students as per their IEPs.

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

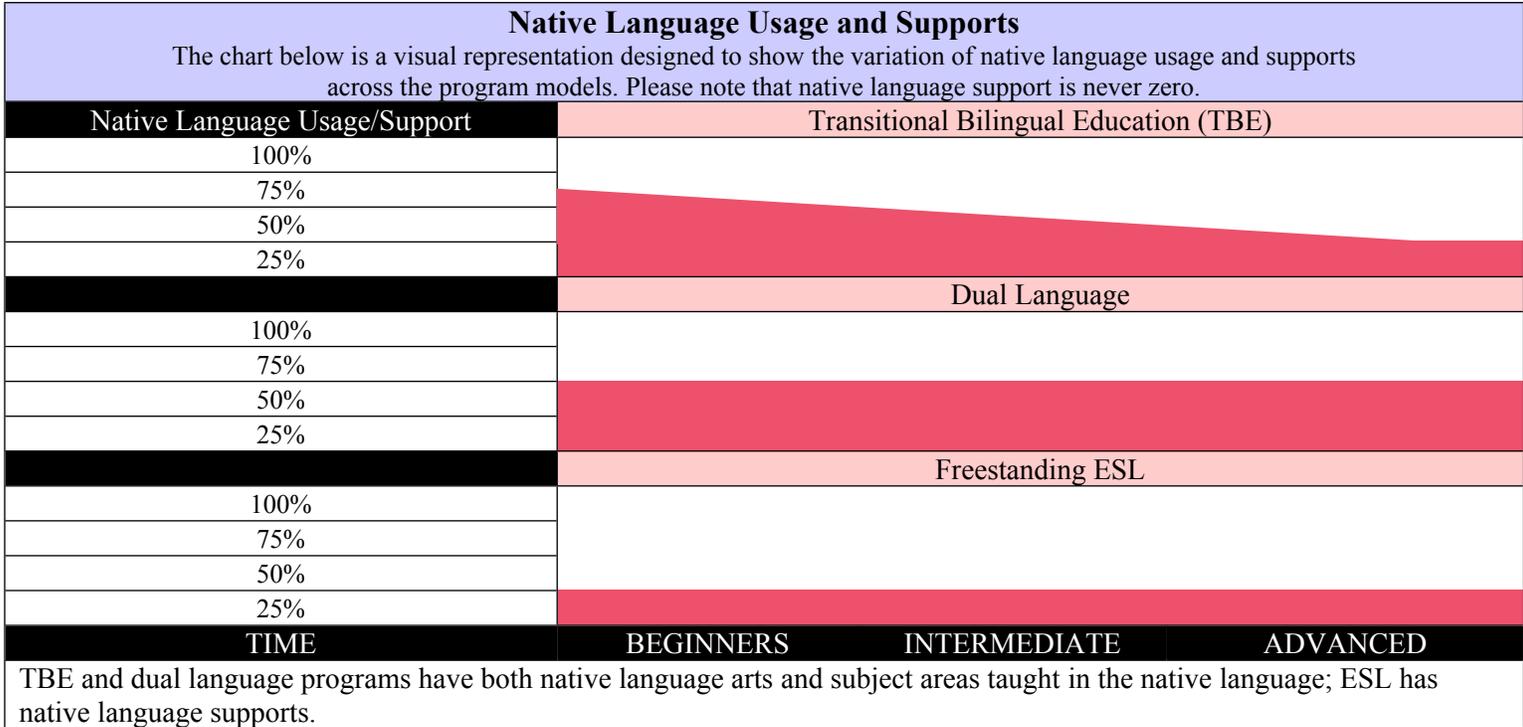
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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 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?

Interventions for ELLs in ELA will focus on vocabulary building in English language and increasing familiarity with frequently used idioms and phrases in the English language. Interventions in the Math will focus on Functional Math skills as part of students Vocational training. In the area of Science, the intervention will focus on Health Science and Nutrition. Finally, in the content area of Social Studies, the intervention will focus on improving students' knowledge and understanding of their immediate school and home environments and a better understanding of cultural differences. It must be noted that all four of these content areas, these intervention programs will be modified, based on students' Proficiency levels. Students reaching proficiency on the NYSESLAT are given a number of options, after the modification of their IEP. One of these options is placement in one of our monolingual classes including one of our four inclusion classes—two (2) high school inclusion and two (2) college inclusion, contingent on their ages. In addition, students over the age of eighteen (18) can attend one of six monolingual community-based worksites where they can pursue a variety of job-training opportunities. This move would lend them the transitional support they need prior to graduation. A third option is two (2) years of Academic Intervention Services (AIS).

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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P373K is looking at eliciting greater parent participation in the 2011-2012 Title III programs as a means of increasing the number of student participants. The Title III 2011-2012 program will be run as an after-school program on Wednesdays and Thursdays beginning in March. The theme will be "Standards-Based Content Instruction in Social Studies through Memoir-Writing" To this end, we invite parents in on an on-going basis to visit classrooms and develop a greater degree of comfort in their children's school setting. In addition, the employment of at least one bilingual staff to work in our CHAMPS after-school program is still under being pursued. Our school has committed to continuing the CHAMPS program. It will be run as an After-school program on Mondays and Wednesdays, beginning on Wednesday October 12, 2011.

ELLs receive the units of ESL instruction required by CR Part 154. 3 units for students at the Beginning level, 2 units for students at the Intermediate level and 1 unit for students at the advanced level, plus 1 unit Of English Language Arts. ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, the Natural Approach, graphic organizers, multisensory approaches and Scaffolding Techniques. The use of technology is incorporated to give students additional support.

Resources at P373K correspond to our ELLs of different grades and ages. Also, required services fully support these students.

Newly enrolled ELLs and their families receive an orientation of the school community. Newly enrolled students are provided with tutoring and the enrollment in a club that that will help support their adjustment to their new school. Students are paired with a "buddy" student to help in this process. In addition, there is an initial focus on the development of initial literacy in their native language.

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)?

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.

Our professional development plan for teachers of ELLs includes topics such as Language Allocation Policy, Language Acquisition, Differentiated Instruction, Teaching across the Content Area and Memoir Writing. Teachers and paraprofessionals serving ELLs will also be supported by the district's instructional coaches. In addition, the school will ensure the attendance of bilingual, ESL and monolingual teachers and paraprofessionals at district city and state wide conferences and materials/literature fairs focusing on the education of ELLs. For the school year 2011-2012, three monolingual teachers in the respective areas of Math, Drama & Theatre Arts and Dance & Movement received the minimum 7.5 hrs of ELL training as per Jose P.

Our plan is to outreach to one or more BETAC centers to provide the mandated Jose P. training for additional monolingual pedagogues.

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?

Parent participation has remained stable when compared with the previous year. This is reflected in a review of staff-parent logs, sign-in sheets which show a consistent level of parental involvement for ELLs and the school as a whole. Staff who share a Native Language with families, e.g. Haitian Creole, Arabic and Urdu are invited to translate at meetin. If this is not possible P373K outreaches to the DOE Office of Translation and Interpretation Services to provide these services.

Each year P373K sponsors a school-based Career/Transition Fair. Community Based Organizations and adult service agencies are invited in to apprise students and their families of available services. Our schools Parent Coordinator works to help coordinate Career/Transition fair ensuring that a representative fluent in the native languages of our ELLs are present at this Fair. This allows us to better serve the needs of ELLs and their families. This year's fair is planned for early March, 2012. Care is taken to invite organizations and agencies best suited to address the needs of the ELL population. Parents attending this fair will have access to the full range of services being offered.

In addition parents are invited to attend and participate in our school's Title III program alongside their children. Here, they can improve their literacy and technology skills and work towards academic English language acquisition for the entire family.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	3	5	52	65
Intermediate(I)												2	3	5
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	5	3	7	55	70

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											2	4	26
	I										2	1	6	19
	A												5	4
	P												1	
READING/ WRITING	B										3	2	8	48
	I												1	7
	A													
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0		
Integrated Algebra	0	0		
Geometry	0	0		
Algebra 2/Trigonometry	0	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and Geography	0	0		
US History and Government	0	0		
Foreign Language	0	0		
Other				
Other				
NYSAA ELA	10	10		
NYSAA Mathematics	10	10		
NYSAA Social Studies	10	10		
NYSAA Science	10	10		

Native Language Tests

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

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

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

Seventy (70) students took the Spring (2011) NYSESLAT test. On the modalities of Listening and Speaking, thirty-two (32) students

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: 373K

School DBN: 75K373

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Regina Tottenham	Principal		10/24/11
Roger Greenidge	Assistant Principal		10/24/11
Tisha Lamb	Parent Coordinator		10/24/11
Amercy Shields	ESL Teacher		10/24/11
Yajaira Marte	Parent		10/25/11
Joseph Aguiar/Sp.Bil.	Teacher/Subject Area		10/24/11
Felix Valentin/Sp Bil.	Teacher/Subject Area		10/24/11
Joyce Lacerra	Coach		10/24/11
	Coach		1/1/01
Santa Amuroso/Bil.G.C.	Guidance Counselor		10/24/11
Ketler Louissaint	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75K373 School Name: 373K

Cluster: 755 Network: 5

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.

At the time of admission, the student records are examined for evidence of the Home Language Interview Survey in helping to determine the students Home Language. Students and their parents are interviewed and complete a comprehensive intake form. We elicit from the parents and guardians the language spoken at home. For those parents unable to visit the school, outreach is done by telephone. If this fails, we rely on our two family workers to visit the home. As a final resort, we refer to the child's IEP. After having determined the home language, plans are made accordingly for written and oral communication. At this time, we serve students whose home languages are; Spanish, Haitian-Creole, Urdu and Arabic. We use DOE documents and other DOE resources to help with translation into the identified home language. Contact is made with the Office of Translation to translate all school notices, newsletters and interview forms when staff is unable to provide this service.

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.

P373K uses official translated DOE documents when provided. We also use our Alternate Placement paraprofessionals and other staff who are fluent in the identified language to provide oral as well as written translation to parents. Outreach is made to the DOE when providing this service becomes a hardship. These efforts are reported in the minutes of the School-Leadership team. At present we have nine (9) parents whose preferred language is Spanish; one (1) Haitian-Creole; (1) Urdu and one (1) Arabic. With regard to the Spanish-speaking parents, we utilize our staff (teachers and multi-lingual Family workers) to address any written and oral translation when the need arises. In addition, our school continues to utilize our School Messenger calling service to notify parent of absences and lateness. on a daily basis as well as significant events and unforeseen emergencies, such as, emergency school closings and the likes. At present the calls are made in English and Spanish. We currently utilize the services of Alternate Placement paraprofessionals in the languages of Haitian-Creole, Urdu and Arabic to make calls to parents who speak these respective languages. This information is continually

shared with parents at School Leadership and Parent Association meetings.

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.

P373K's written translation services are provided by either staff members or parent volunteers. We currently have pedagogues and toher staff members who are fluent in the languages of Spanish and Haitian Creole. In addition have have two Alternate Placement paraprofessionals who are fluent in the respective languages of Arabic and Urdu. When there is no one available, our school's Parent Coordinator contacts the DOE for help with written translations. To ensure the timely provision of translated documents to parents, languages are targeted based on advanced knowledge of such a need.

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.

P373K will provide oral interpretation services for parents through staff and parent volunteers. In those instances where we do not have a staff member or parent volunteer fluent in the identified language, outreach is made to the Department of Education's Office of Interpretation and Translation to provide assistance in this area.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents will be informed monthly through the school's automated school messenger calling service, mailings and written communication given to students. The P373K Safety Plan will be shared with School Leadership Team and the parent Association. P373K's administration will work with the Parent Coordinator to ensure that each family is provided with a copy of the Parents Bill of rights. Interpretation notice signs will be visibly posted.

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: P373K	DBN: 75K373
Cluster Leader: Gary Hecht	Network Leader: Ketler Louissaint
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: 18 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 checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The P373K Title III program (2011-2012) will be an After-school program as it has been in the previous years. The theme of this year's program is, Standards Based Content Instruction in Social Studies through Memoir Writing and the use of Technology. This instruction will be delivered in small thematic units. As a supplemental program Title III will complement mandated services by reinforcing skills learned in the content areas, during the regular school day while receiving mandated services. A perusal of published works and pertinent publications, namely, the National Writing Project (2009), shows that when one is engrossed in writing about one's own experiences and one's own culture, there is a greater earnestness which comes out. This is true for all writers, but is even truer for those who are grappling with the task of mastering a different language, in this case, English Language Learners. The 2011-2012 Title III program will be held two (2) days a week lasting for 1.5 hours each Tuesday and Thursday, from 3:00 pm to 4:30 pm and beginning immediately after the regularly scheduled school day. The program will serve students in 9 through 12 and will run for a duration of 11 weeks. It will begin on Tuesday, March 6, 2012 and end on Thursday, May 31, 2012. Our Title III class configuration will be one(1) group in 6:1:1 ratio and one (1) group in the 12:1:1 ratio. The current staffing ratio will adequately satisfy proper student- to-staff ratios. Staff will gauge the efficacy of the Title III program by looking at students' subsequent performances on Brigance Inventory Assessment and NYSAA for those ELL students who will be data-folioded. Based on student and parent responses, the program will serve eighteen (18) ELLs. The program is designed to promote the continual development of academic language for ELLs. This year's program will be staffed by one(1) fully-certified ESL teacher, who will be the "lead" teacher, seeing students during each session, one(1) certified Bilingual teacher and two (2) Spanish-speaking paraprofessionals. Parents have been notified of the program by the official Title III parent letter. Telephone calls were also made to their homes by staff, advising them of the program and answering their questions and concerns. The language of instruction will be English. The rationale behind the program is to continue build on gains made from the previous years' Title III programs and to increase the level of academic English language acquisition for ELLs. The program will serve the needs of grade levels: 9,10,11 and 12 and will be open to ELL students at all proficiency levels. Materials used will be laptops, camcorders, lpads and instructional software purchased for usage in previous years' programs.

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

Part C: Professional Development

Begin description here: Five (5) one (1) hour-long professional development workshops involving the two (2) teachers, two (2) paraprofessionals and one (1) supervisor have been scheduled. The first of these workshops will be held prior to the beginning of the program on Tuesday, January 10, 2012 starting at 3:00 pm and last for a duration of one(1) hour. The four other one(1)hour long PDs will be held one every other week for the duration of the program .These workshops will each last one (1) hour and begin at 3:00pm on the following Tuesdays ; March 13,2012, March 27,2012 , April 17,2012 and April 24,2012. Professional Development will involve the research and review of literature related to the theme; Standards Based Content Instruction in Social Studies through Memoir Writing and the use of Technology. There will be a focus on the efficacy of memoir writing and academic English language acquisition. Our school's fully-certified ESL teacher, Ms. Amercy Shields and certified Bilingual teacher, Mr Joseph Aguiar, will facilitate the perusal and discussion of scholarly articles and literature on memoir writing and its effect on English language acquisition. Both teachers will draw from the articles; Effective Writing Development for ELL students, by Veronica R. Governale and published by Scholastic, 2009 and Writing and English as a Second Language by Frances Hoch and Published by University of North Carolina, 2011. Topics to be covered are; (i) teaching across the content areas (ii) improving instructional practices through the use of technology (iii) differentiation in the writing process (iv) vocabulary building for ELLs and (v) pre-writing as a part of the writing process.

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 were notified of the proposed Title III 2011-2012 program through the official Title III parent letter on school letter-head which was sent out to all parents of ELLs. These letters provided parents with all the details of the program, advising them of the start and ending dates, days and hours of duration of the program and were sent in a language that parents could comprehend. These letters were followed-up by telephone calls to homes as a reminder to parents. In addition, two (2) Title III parents orientations were held during Parent/Teacher conferences on Wednesday, November 2 @ 4:00 pm-5:00pm, and Thursday November 3, 2011 @12:00 am-1:00pm respectively and at no additional cost to the TitleIII program. Topics covered, were ; (i) setting the conditions to promote academic English language in the ELL household and (ii) accessing community resources and services that will assist ELL students and their families in the acquisition of academic English Language . These workshops were facilitated by the school's ELL Liaison and Assistant Principal, Mr. Roger Greenidge, working in collaboration with, Mr. Joseph Aguiar, our fully-certified Bilingual teacher, Ms. Amercy Shields, our fully-certified ESL teacher and Parent Coordinator, Ms. Tisha Lamb . Parents were invited to attend all twenty-two (22) sessions with their children and to participate in all of the activities which will take place during the TitleIII program. Additionally, our certified ESL teacher and certified bilingual teacher will alternate presenting workshops to parents in alignment with the Title III program on Mondays during the month of February as follows: February 6th (3:00 - 4:30 p.m.), 13th (3:00 - 4:30 p.m.) and 27th (3:00 - 5:00 p.m.) for a total of five (5) hours. The topics will be as follows: ELA via memoir writing; NLA via memoir writing; Memoir writing in Social Studies using the reading/writing workshop.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,083.00	Professional Instruction: 1- Supervisor- (2 days x 1hr. 10min x 11 wks.) 25.6hrs.@ \$52.39 = \$1,341.18 2-Teachers- each(2 days/wk. x 1.5 hrs./day x 11 wks) 66hrs @ \$50.06/hr= \$3,303.96 1- Payroll Secretary -10wks. 1hr/wk @ \$30.85 = \$308.50 2 Paraprofessionals-(2days x 1.5 hrs./day x 11 wks) 66 hrs each \$29.00= \$1,914 Professional Development for after-school staff 1-Supervisor- 3hrs. 20min @ \$52.39/hr = \$ 174.46 2- Teachers -5 hrs. each@ \$50.06 = \$ 500.60 2- Paraprofessionals- 5hrs. each@ \$29 = \$ 290 Parent Engagement Activities 1 teacher x 5 hours x \$50.06 = \$250.30
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,216.81	3IPADS (\$580 each) = \$1,740, 1- Canon laser printer= \$476.81
Educational Software		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	\$594.00	Parent involvement: 132 Metro-cards (6 parents, 2days/wk for 11wks)@ \$4.50 per Metro card=\$ 594
Other	\$306.19	Refreshments for parents \$306.19
TOTAL	\$11,200	\$11,200