



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ P396K _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 75K396 _____

PRINCIPAL: NIRA SCHWARTZ-NYITRAY _____ EMAIL: NNYITRA@SCHOOLS.NCY.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
Nira Schwartz-Nyitray	*Principal or Designee	
William Gliem	*UFT Chapter Leader or Designee	
Franka Williams	*PA/PTA President or Designated Co-President	
Jeffrey Bush	DC 37 Representative, if applicable	
Abimbola Laguda Bakara	Member/Parent	
Raylene Charles	Member/PA Treasurer	
Marcia Cumberbatch	Member/Parent	
Cindy Jackson	Member/PA Vice President	
Tawana Jackson	Member/Parent	
Tahesha Kelley	Member/Parent	
Leslie McCall	Member/Teacher	
Lois McEwan	Member/Teacher	
Sati McGloughlin	Member/Parent	
Sam Reid	Member/Teacher	
Robert J. Williams	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

All students will demonstrate a 5% gain in ELA/literacy/communication skills as evidenced by the student appropriate formative assessment.

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.

One of the areas for improvement cited in the 2010 – 2011 Quality Review was: “Develop a yearlong curriculum across all content areas that embeds standards based learning objectives and tasks to challenge and engage all learners.” The QR makes further reference to the need for “horizontal and vertical alignment” in order to give students access to “necessary academic content supported through rigorous tasks”. Additionally, the Action Plan developed collaboratively by P396K and D75 staff members, and approved by the Superintendent, indicates the action items of implementing the UNIQUE core curriculum along with supplemental use of additional programs such as Weekly Reader, SMiLE, and EQUALS to support functional needs of students as well as academic intervention and extension needs.

Instructional strategies/activities

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

To achieve this goal the following steps will be implemented:

- UNIQUE core curriculum will be purchased from instructional budget for all classroom teachers.
- Additional licenses will be purchased to provide access for non-classroom staff, such as coverage and therapists.
- Weekly Reader, SMiLE, and EQUALS will also be purchased from instructional funds.
- Provide sustained and varied opportunities for professional development in the use of UNIQUE for all staff (classroom and coverage teachers, paraprofessionals, related service providers). This PD will be provided by Assistant Principals, district based coaches, and the Director of Alternate Assessment (the point person for the UNIQUE curriculum rollout).
- Professional Development opportunities will be given to specific staff members involved in EQUALS, SMiLE.
- Teachers will use cohort meeting time to review and address curriculum implementation challenges, with the support of the AP/district coaches.
- UNIQUE core curriculum will be in place for September implementation. Student entry points are determined by imbedded benchmarking tool.
- UNIQUE core curriculum contains electronic monthly assessment to track student skill mastery.
- UNIQUE core curriculum will be used in conjunction with SANDI/ABLLS assessments.
- Both Faculty Conferences and cohort meetings will be used to gather feedback from teachers on efficacy of UNIQUE core curriculum, and how other programs support/integrate with UNIQUE.

- IEP goal mastery data will continue to be collected, so both internal UNIQUE unit tests and external data will be available to monitor the impact of the UNIQUE core curriculum.
- Additionally, a survey will be developed and distributed to all teachers using UNIQUE, to determine their view of the curriculum's effectiveness, ease of use and comprehensiveness. This survey will be distributed in the early Spring.

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 have the opportunity to engage with elements of this goal through the homework assignments that students receive as part of the curriculum.
- SLT membership is made aware of the use of the curricular materials and can access samples at school.
- D75 may negotiate with the UNIQUE purveyor to add a parent component to the curriculum package. This would give additional access for families at home with computers.
- Student work generated from curriculum engagement is: displayed during "mini-museums" to which parents are invited; discussed during parent teacher conferences; sent home periodically; used during IEP conferences to demonstrate student's present levels and progress.

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.
- For new hiring, we work with the D75 Office of Human Resources and New Teacher Finder, followed by a school based process which includes a demonstration lesson by each candidate.
- Current staff are given multiple avenues for in-service professional development.
- The school has 9 different cohorts in which teachers participate. The cohorts' work focuses on: strategies that are effective in the classroom to increase student success, teachers' curriculum mastery, teachers' specific program implementation (TEACCH, Day in the Life..., GRTL, etc), links between PBIS and curriculum/instruction, utilizing assessment/data to develop student goals and lesson plans, integrating technology to support curriculum.
- The district is supporting P396K staff with a range of external coaches with areas of expertise in PBIS, IEP/SEIS, vocational, alternate assessment, curriculum, inclusion.
- Staff are enrolled in various external Professional Development workshops offered outside the school. Enrollment is based upon teacher interest combined with administrative advisement.

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.
- The school maintains ongoing relationships with several agencies (i.e. Elmys, UCP) that provide service to our students and their families. Our students have highly complex needs and families often need additional supports to ensure the basic needs are met and students come to school healthy and ready to learn. Agencies provide home health aides, assistance with wheelchair repairs and replacement, Medicaid service coordination, afterschool programs, parenting support.

- Additionally, we have a longstanding relationship with the Good Dog Foundation for pet therapy, with the YMCA for swimming, with the local library, and the neighborhood garden.

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.
- Budgetary support for this goal will come from instructional funds to support purchase of curricula and to provide coverage for staff participation in Professional Development.
- Scheduling was done to facilitate regular cohort meetings without disruption of services to students.
- Assistant Principal assignments were aligned to provide consistent support to classroom staff.
- Technology Team was created to support classroom staff with integration of technology throughout instructional periods.
- Related Service providers are included in professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, teachers will improve analysis of student achievement data as evidenced by an increase in IEP goal mastery, which will be measured by a teacher completed student checklist.

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.

In the Quality Review Report, the following statements were made under the heading “What the school needs to improve”: Intensify a comprehensive collection and analysis of data...” and “develop common assessment that align with the curriculum...”. Additionally, the Action Plan developed collaboratively by P396K and D75 staff members, and approved by the superintendent, indicates school goals to ...Implement the Student Annual Needs Determination Inventory, design meaningful tools for effective short term tracking of student progress, summarize all data by converting it to an aggregated/at-a-glance format.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- SANDI (12:1:4) and ABLLS (6:1:1) will be used as pre- and post- annual assessments.
- UNIQUE integrated assessments will be used for all students. Benchmarking will be conducted in the Fall and monthly pre- and post-tests will be used for all students.
- School developed IEP goal mastery data tracking tool will continue to be utilized and refined, with data collection aligned with IEP goals.
- Professional development will be provided to all staff on the data elements pertinent to their class and staff members’ job role.
- Data Team will make comparative study between school based IEP goal mastery data and UNIQUE unit mastery assessments.
- Data sets will be analyzed during cohort meetings to monitor individual student progress, and class trends.
- Assistant Principals will monitor UNIQUE data on monthly basis.

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.
- Data will be shared with parents in support of all progress reporting throughout the year.
- Data will be shared with parents during the IEP process to support decision making and future planning.

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.
- For new hiring, we work with the D75 Office of Human Resources and New Teacher Finder, followed by a school based process which includes a demonstration lesson by each candidate.
- Current staff are given multiple avenues for in-service professional development.
- The school has 9 different cohorts in which teachers participate. The cohorts' work focuses on: strategies that are effective in the classroom to increase student success, teachers' curriculum mastery, teachers' specific program implementation (TEACCH, Day in the Life..., GRTL, etc), links between PBIS and curriculum/instruction, utilizing assessment/data to develop student goals and lesson plans, integrating technology to support curriculum.
- The district is supporting P396K staff with a range of external coaches with areas of expertise in PBIS, IEP/SEIS, vocational, alternate assessment, curriculum, inclusion.
- Staff are enrolled in various external Professional Development workshops offered outside the school. Enrollment is based upon teacher interest combined with administrative advisement.

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.
- The school maintains ongoing relationships with several agencies (i.e. Elmys, UCP) that provide service to our students and their families. Our students have highly complex needs and families often need additional supports to ensure the basic needs are met and students come to school healthy and ready to learn. Agencies provide home health aides, assistance with wheelchair repairs and replacement, Medicaid service coordination, afterschool programs, parenting support.
- Additionally, we have a longstanding relationship with the Good Dog Foundation for pet therapy, with the YMCA for swimming, with the local library, and the neighborhood garden.

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.
- Budgetary support for this goal will come from instructional funds to support purchase of ABLLS AND SANDI and to provide coverage for staff participation in Professional Development.
- Scheduling was done to facilitate regular cohort meetings without disruption of services to students.
- Assistant Principal assignments were aligned to provide consistent support to classroom staff.
- Data Team was created, and will continue
- Related Service providers are included in professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, there will be an increase in students' positive social behaviors as evidenced by increasing performance on the positive behavior matrix.

Comprehensive needs assessment

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

The 2010 – 2011 Quality Review Report recommends: develop structures...that foster school wide coherence around policies and practices. One of the goals established in the Action Plan developed collaboratively by P396K and D75 staff members, and approved by the superintendent states: continue to improve classroom environment and instructional effectiveness through full scale training and implementation of the PBIS system. Finally, the 2010 – 2011 school Learning Environment Survey showed positive movement in all areas, however, two specific statements showed a significant drop. Those statements were: "school leaders let staff know what is expected of them" and "school leaders invite teachers to play a meaningful role in goal setting and important decisions."

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Identify a staff member as PBIS leader for main site, and liaison for off-site. Support that staff member from administration and external PBIS coach.
- Conduct a formal "rollout" (October 28) to kickoff the program.
- Schedule meeting times for full and sub committees.
- Provide PD to all staff and parents regarding new PBIS at main site.
- With development of cool tools, begin direct instruction of targeted behaviors within the matrices.
- Designate funds to support the rewards and events of PBIS program, as well as incidental supplies.
- Print, distribute and post material to support PBIS.
- Develop a school team to support the 1 – 5% of student population outside PBIS mainstream.

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 invited to "rollout" event.

PA members participate in activities for PBIS events.
Parent information sessions conducted during regular Wednesday meetings.
Teachers share PBIS progress information with at regular intervals, and during IEP and open school conferences.

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.
- For new hiring, we work with the D75 Office of Human Resources and New Teacher Finder, followed by a school based process which includes a demonstration lesson by each candidate.
- Current staff are given multiple avenues for in-service professional development.
- The school has 9 different cohorts in which teachers participate. The cohorts' work focuses on: strategies that are effective in the classroom to increase student success, teachers' curriculum mastery, teachers' specific program implementation (TEACCH, Day in the Life..., GRTL, etc), links between PBIS and curriculum/instruction, utilizing assessment/data to develop student goals and lesson plans, integrating technology to support curriculum, related services teaming and role release.
- The district is supporting P396K staff with a range of external coaches with areas of expertise in PBIS, IEP/SEIS, vocational, alternate assessment, curriculum, inclusion.
- Staff are enrolled in various external Professional Development workshops offered outside the school. Enrollment is based upon teacher interest combined with administrative advisement.

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.
- The school maintains ongoing relationships with several agencies (i.e. Elmys, UCP) that provide service to our students and their families. Our students have highly complex needs and families often need additional supports to ensure the basic needs are met and students come to school healthy and ready to learn. Agencies provide home health aides, assistance with wheelchair repairs and replacement, Medicaid service coordination, afterschool programs, parenting support.
- Additionally, we have a longstanding relationship with the Good Dog Foundation for pet therapy, with the YMCA for swimming, with the local library, and the neighborhood garden.

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.
- GSFs will be utilized to support the student reward component of PBIS.
- Instructional funds will support purchase of incidental materials such as laminating sheets, poster paper, etc.
- Instructional funds will support coverage for staff who attend PD outside regular cohort/meeting time.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By August 2012, there will be an increase in student independence in completing school tasks, as evidenced by a decreased need for additional supports.

Comprehensive needs assessment

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

The school Action Plan developed collaboratively by P396K and D75 staff members, and approved by the superintendent, indicates under Infrastructures for Student Success, increase student opportunities to move along a continuum of less restrictive, including appropriate reduction of related services and paraprofessional support. Additionally, the Action Plan establishes a goal to ensure that learning is aligned with meaningful post secondary outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Principal will meet with Related Service Providers to guide progress toward less restrictive service mandates.
- SEC/SEIS will be monitored to track related service mandates.
- IEP Coordinator will provide PD to Related Service Providers.
- District 75 Coach will provide PD to RSPs regarding the development of high quality therapy reports and progress notes to document movement toward LRE.
- Assistant Principal will meet with 1:1 Paraprofessionals to guide progress toward less restrictive service mandates.
- SEC/SEIS will be monitored to track 1:1 mandates.
- IEP Coordinator will provide PD to teachers regarding IEP mandates.
- District 75 Coach will provide PD to 1:1 paraprofessionals regarding the use of SEIS to monitor services.
- Teachers will review IEP mandates for support and related services during cohorts to assess progress and determine appropriateness of LRE movement, with guidance from APs.
- Principal will meet with PA and parent workshop attendees to explain value of LRE movement for related and support services.
- SBS Psychologist will work with staff to draft modified mandates based upon evaluations.

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 participate in workshops, IEP meetings during which mandates are modified.

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.
- For new hiring, we work with the D75 Office of Human Resources and New Teacher Finder, followed by a school based process which includes a demonstration lesson by each candidate.
- Current staff are given multiple avenues for in-service professional development.
- The school has 9 different cohorts in which teachers participate. The cohorts' work focuses on: strategies that are effective in the classroom to increase student success, teachers' curriculum mastery, teachers' specific program implementation (TEACCH, Day in the Life..., GRTL, etc), links between PBIS and curriculum/instruction, utilizing assessment/data to develop student goals and lesson plans, integrating technology to support curriculum, integrating related services, working as classroom teams, and role release.
- The district is supporting P396K staff with a range of external coaches with areas of expertise in PBIS, IEP/SEIS, vocational, alternate assessment, curriculum, inclusion.
- Staff are enrolled in various external Professional Development workshops offered outside the school. Enrollment is based upon teacher interest combined with administrative advisement.

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.
- The school maintains ongoing relationships with several agencies (i.e. Elmys, UCP) that provide service to our students and their families. Our students have highly complex needs and families often need additional supports to ensure the basic needs are met and students come to school healthy and ready to learn. Agencies provide home health aides, assistance with wheelchair repairs and replacement, Medicaid service coordination, afterschool programs, parenting support.
- Additionally, we have a longstanding relationship with the Good Dog Foundation for pet therapy, with the YMCA for swimming, with the local library, and the neighborhood garden.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- District 75 Coach assigned to work with the school on an on-going basis supporting SEIS work.
- School psychologist has clerical staff assigned by district to support on-going IEP meetings to modify mandates.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2012, there will be improved delivery of targeted instructional strategies as evidenced by increased student engagement measured 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.

The 2010 – 2011 Quality Review Report recommended that school needs to improve by “Foster(ing) consistent pedagogical practices ...to support students’ attainment of mastery.”

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will participate in Professional Development workshops regarding specific teaching strategies such as PECS, TEACCH, Augmentative Communication Systems, Strategies with Students with Sensory Deficits, Feeding Strategies, etc.
- Administrators will conduct frequent walk-throughs and provide specific actionable feedback to each teacher 8 times per year.
- District 75 Coach will provide professional development for all staff regarding the newer C. Danielson Frameworks for Teaching.
- Teachers will engage in developing “sounds like/looks like” charts that adapt Danielson work to the 12:1:4 and 6:1:1 classroom.
- Model/lab classrooms will be developed utilizing the TEACCH/structured teaching model and specialized literacy for students in alternate assessment (Musselwhite).

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- For new hiring, we work with the D75 Office of Human Resources and New Teacher Finder, followed by a school based process which includes a demonstration lesson by each candidate.
- Current staff are given multiple avenues for in-service professional development.
- The school has 9 different cohorts in which teachers participate. The cohorts' work focuses on: strategies that are effective in the classroom to increase student success, teachers' curriculum mastery, teachers' specific program implementation (TEACCH, Day in the Life..., GRTL, etc), links between PBIS and curriculum/instruction, utilizing assessment/data to develop student goals and lesson plans, integrating technology to support curriculum.
- The district is supporting P396K staff with a range of external coaches with areas of expertise in PBIS, IEP/SEIS, vocational, alternate assessment, curriculum, inclusion.
- Staff are enrolled in various external Professional Development workshops offered outside the school. Enrollment is based upon teacher interest combined with administrative advisement.

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.
- The school maintains ongoing relationships with several agencies (i.e. Elmys, UCP) that provide service to our students and their families. Our students have highly complex needs and families often need additional supports to ensure the basic needs are met and students come to school healthy and ready to learn. Agencies provide home health aides, assistance with wheelchair repairs and replacement, Medicaid service coordination, afterschool programs, parenting support.
- Additionally, we have a longstanding relationship with the Good Dog Foundation for pet therapy, with the YMCA for swimming, with the local library, and the neighborhood garden.

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.
- Instructional funds needed to support coverage for staff attending Professional Development.
- District based coaches for Danielson, TEACCH.
- Instructional funds for Teachscape for Danielson and CWT tool.

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	0	0	N/A	N/A	0	0	0	0
1	2	0	N/A	N/A	0	0	0	0
2	1	0	N/A	N/A	0	0	0	0
3	3	0	N/A	N/A	0	0	0	0
4	3	0	0	0	0	0	0	0
5	5	1	0	0	0	0	0	0
6	1	0	0	0	0	0	0	0
7	2	2	0	0	0	0	0	0
8	1	1	0	0	0	0	0	0
9	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	The program used is the UNIQUE curriculum, Levels 1 – 3 according to the functioning levels of the students. The service is provided during the school day through small groups and/or individual instruction.
Mathematics	The EQUALS curriculum and the UNIQUE curriculum are used to provide small group and individual instruction during the school day.
Science	None
Social Studies	None
At-risk Services provided by the Guidance Counselor	None
At-risk Services provided by the School Psychologist	None
At-risk Services provided by the Social Worker	None
At-risk Health-related Services	None

**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. Arthur Fusco	District 75	Borough Brooklyn	School Number 396
School Name Ramone E. Betances			

B. Language Allocation Policy Team Composition

Principal Nira Schwartz- Nyitray	Assistant Principal Keisha McCoy - Dailey
Coach Hope Ffrench	Coach type here
ESL Teacher Esther King	Guidance Counselor Amsel Powell
Teacher/Subject Area Graciella Boyce- Bilingual	Parent type here
Teacher/Subject Area Daphne Valentin- Bilingual	Parent Coordinator Linda McKenna
Related Service Provider Ashok Mavinakere	Other type here
Network Leader Arthur Fusco	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	0	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	263	Total Number of ELLs	50	ELLs as share of total student population (%)	19.01%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

LAP Committee:

Nira Schwartz-Nyitray – Principal, Keisha McCoy – A.P., Hope Ffrench – Coach, Graciella Boyce – Bilingual, Daphne Valentin-Bilingual, Amsel Powell – Guidance Counselor, Linda McKenna – Parent Coordinator, Ashok Mavinakere – Speech, Arthur Fusco – Network Leader, and Esther King – ESL

ELL Identification Process

Initial screening of ELLs is done at the CSE level, they administer (1) the Home Language Identification Survey (HLIS) and (2) LAB-R if an ELL is identified. When the student is admitted to P396K there is collaboration between the CSE at P396K and the intake team which is comprised of the parent, the Parent Coordinator (Ms. McKenna), Family Worker (Ms. Middleton), translator (if necessary), the Intake Coordinator (Ms. Horwitz) and the school nurse. If the HLIS and the LAB-R were not administered by the CSE both are administered at P396K by the ESL teacher, Ms. King within the mandated ten days. Our Parent Coordinator, Ms. McKenna, also supports our ELLs by administering and organizing the HLIS. In addition, the ESL teacher conducts informal oral interviews when necessary. If a translator is required one is provided. The HLIS is also reviewed by the Assistant Principal, Ms. McCoy and once approved the LAB-R is administered and sent to the testing depot. Once the students' IEP is received, the IEP coordinator, Ms. Rutledge, reviews the student's mandates inclusive of ESL and Bilingual mandates. The student is then placed in a Bilingual class or a Freestanding ESL program. Annual assessment for the student includes (1) NYSESLAT, which is administered in the spring of each school year, and (2) NYSAA (Alternate Assessment) which is administered from October through mid-February of each school year. Our above mentioned ESL and Bilingual teachers work in conjunction with our A.P., Ms. McCoy to coordinate, evaluate, and execute the NYSESLAT process each year.

Parent Community Involvement:

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. As indicated above, if the HLIS is not completed at the CSE level the Parent Coordinator or the ESL teacher at P396K administers the survey. Ms. McKenna, the Parent Coordinator, offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. The Parent Coordinator host weekly training sessions which consist of the following: Best Practices, after school programs, Saturday Bilingual program, SSI, etc. The Parent Coordinator is responsible for providing the coordination of translation services for bilingual parents.

The Intake Coordinator, Ms. Horwitz, schedules individual appointments for parents to tour P396K. The coordinator, explains the various bilingual programs to the parents (translation is available), allowing parents to visit various classrooms and view the programs. The intake coordinator reviews the students' IEP with the school principal and they select the best setting for the students. Currently we

have two (12:1:4) Spanish Bilingual classes and 1 ESL teacher who works in a Freestanding ESL program (push-in/pullout).

At the school level we have weekly parent meetings with specific topics and guest speakers to address the needs of both ELLs and their parents on an ongoing basis. Parents are provided with a translator (if necessary). The P396K school family also host mini museum function; the ESL and Bilingual teachers are expected to contact parents and invite them to all school functions. In addition, students, staff and parents collaboratively prepare monthly hands-on activities which are presented to the school community. Our P396K goal is to continue to increase parent outreach and participation by offering parents continued training throughout the school term.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
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	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	29
SIFE	0	ELLs receiving service 4-6 years	12
		Special Education	50
		Long-Term (completed 6 years)	9

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

ELLs by Subgroups		
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	Total
TBE	29		29	12		12	9		9	50
Dual Language										0
ESL										0
Total	29	0	29	12	0	12	9	0	9	50

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	4	4	1	1	4	5	2					24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	1	2	4	4	1	1	4	5	2	0	0	0	0	24

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
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		2			1		2	3	1					9
Chinese		2		2		3		2						9
Russian														0
Bengali					1	1			1					3
Urdu							1	1						2
Arabic								1						1
Haitian						1			1					2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	4	0	2	2	5	3	7	3	0	0	0	0	26

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

During the 2011-2012 school year, P396K will serve a total of 50 ELLs which is 19.01% of the total population of 260 students, at the main site and the offsite, P289. The two 12:1:4 Spanish Bilingual classes are self-contained and the ESL services are all Pull-Out. The heterogeneous Bilingual classes travel as one whole group throughout the day. The uncertified ESL teacher provides her services in a separate location within a classroom (pullout) or provides (push-in) services in classrooms that have the highest number of ELLs. The ESL teacher is continuing to work on obtaining New York State certification. The ESL teacher works collaboratively with each teacher in the building to create students SMART IEP goals.

The cultural breakdown is as follows: 61.9 % of the students are African American, 24.1 % Hispanic / Latino, 4.8 % Asian or Native Hawaiian / Pacific Islands, 8.5 % Caucasians and .7 % American Indian. Thirty - eight of the 50 ELLs are in classes with 12:1:4 ratio, one in inclusion and eleven students are in classes with 6:1:1 ratio. There are zero students in Standardized assessment; all 50 ELLs are mandated for Alternate Assessment. Twenty students are in Elementary grades and thirty students are in Middle grades. The languages spoken by the 50 ELLs are the following: 33 students speak Spanish, 9 students speak Chinese, 2 student speaks Haitian Creole, 3 students speak Bengali, 2 student speak Urdu 1 students speak Arabic. The grade levels for the 50 ELLs are as follows: 1 student is in Kindergarten, 6 students are in Grade 1, 4 students are in Grade 2, 6 students are in Grade 3, 3 student is in grade 4, 6 students are in Grade 5, 7 students are in grade 6, 12 students are in Grade 7, and 5 student is in Grade 8.

Implications for Instruction:

The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using ESL and NLA Standards, are all an integral part of the instruction of our ELLs. Results of the Spring 2011 NYSESLAT and 2010-2011 NYSAA results for ELLs indicate a need for more activities in Reading, Writing, English Language Arts, Mathematics, Science and Social Studies. The introduction of the Unique curriculum (for all students this school year) which is standards-based, with a major focus on Science, Social Studies, ELA and Mathematics, with a profile and assessment, which level all students (Levels I, II and III). The levels create activities which meet the specific functioning levels of our 12:1:4 and 6:1:1 students. The curriculum, Unique is aligned to the Alternate Grade Level Indicators (AGLIs) of NYSAA, so that the AGLIs are taught as part of the daily instruction for all students, including the ELLs. In addition, age and grade level materials are incorporated into all aspects of our Alternate Assessment classrooms.

Transitional Bilingual Program:

The school day is made up of eight periods that are 50 minutes each which totals 400 minutes. Our TBE program is composed of two

A. Programming and Scheduling Information

Spanish Bilingual classes totaling 24 students: 2 bilingual/Spanish classes (elementary and middle school). Based on the student's proficiency in both language and academics which places them as beginners their ratio for instruction is 60:40, students receive instruction in all subject areas, including a minimum of four discrete periods of NLA. All TBE students receive the mandated number of minutes as per C.R. Part 154, which is 360 minutes of ESL, for students at the beginning ESL level. The two bilingual teachers assigned to these classes, are NYS certified/ NYC licensed with the exception of the ESL teacher who is working toward obtaining certification. In the Alternative Assessment program teachers adapt the instruction to the students' individual needs. The two Bilingual teachers schedule consist of the following: Breakfast, Sensory Block, ESL, Lunch, Math (Native Language), Life Skills, Science (Native Language), Social Studies (Native Language), Computer, Library. The Bilingual teachers attend ELL's Cohort meeting with the district coach and the Assistant Principal. In the Cohort meetings we have discussed Differentiated Instruction, Lesson Plans, Intervention Programs and the new ELL program; SANDI assessment, Unique curriculum, Imagine Learning and Voyager. The new SANDI assessment helps teacher create IEP goals and our Imagine Learning program is an intervention program for the following content areas: ELA, Math, Sequencing, Matching, Reading Comprehension and Phonic Awareness, it is in its 2nd year in the bilingual classes.

English as a Second Language: All students in bilingual classes receive 360 minutes of mandated ESL instruction as required by CR Part 154 for ESL students at the beginning and intermediate proficiency level. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices such as Big MAC's paired with Mayor Johnson symbols, computer programs, adapted switches and Unique curriculum are incorporated to give students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The students who have obtained proficiency on the NYSESLAT will be provided with AIS (Math & ELA) instructional support for up to two years.

Native Language Arts: All students in bilingual classes receive 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as De Canciones a Cuentos, Elefonetica, and Pan y Canela. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combing the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the student's native language, including those adapted by teachers to meet the needs of students with severe disabilities.

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

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. For K-8 students at the beginning and intermediate levels of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching. The use of technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instructionka

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

A. Programming and Scheduling Information

the NYSESLAT, will be supported for up to two years with ESL (if scheduling permits) and AIS services (ELA and math support) once placed in a monolingual class. Long term ELL students/Extension of Services students: are supported through using AIS. Instructional

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Freestanding ESL Program:

Our ESL program is composed of 26 ELLs, including 8 students whose IEPs indicate ESL only and 10 students in Alternate Placement. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. ESL is provided by our ESL teacher through a combination of push-in and pullout models of instruction.

ESL Instruction:

ELLs at the beginning level of ESL are required to receive 2 units of ESL (360 minutes) as per CR Part 154. All of our ELL are beginners. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the various languages, backgrounds, needs and strengths of our ELLs. Intervention strategies that will be used with ESL students are: The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, TPR as well as utilizing graphic organizers. The use of technology i.e. a computer, digital camera, recording devise etc. will be incorporated to give the student additional instructional support. Multi- sensory and multicultural ESL materials (software/ books) will be incorporated throughout all aspects of instruction. The classroom library will also be used to give the student a variety of books of all levels that reflect the background, needs, strengths and Languages of ELLs. When the ESL teacher does push-in instruction into the classroom she often will collaborate with the classroom teacher in advance of the lesson during common prep periods. During pullout instruction sessions, the ESL teacher will once again collaborate with the teacher on specific areas of instruction, and work on specific curriculum activity that is aligned to what the students are working on in the classroom. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction:

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In addition, our licensed ESL teacher uses the push-in model in part of her program to further support the implementations of using ESL to teach through the content areas. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

English Language Arts:

Students at the advanced level will receive 1 unit of ELA and 1 unit of ESL. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, monthly mini museum functions, hands-on technology, and the

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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ESL Instruction:

ELLs at the beginning level of ESL are required to receive 2 units of ESL (360 minutes) as per CR Part 154. All of our ELL are beginners. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the various languages, backgrounds, needs and strengths of our ELLs. Intervention strategies that will be used with ESL students are: The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, TPR as well as utilizing graphic organizers. The use of technology i.e. a computer, digital camera, recording devise etc. will be incorporated to give the student additional instructional support. Multi- sensory and multicultural ESL materials (software/ books) will be incorporated throughout all aspects of instruction. The classroom library will also be used to give the student a variety of books of all levels that reflect the background, needs, strengths and Languages of ELLs. When the ESL teacher does push-in instruction into the classroom she often will collaborate with the classroom teacher in advance of the lesson during common prep periods. During pullout instruction sessions, the ESL teacher will once again collaborate with the teacher on specific areas of instruction, and work on specific curriculum activity that is aligned to what the students are working on in the classroom. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction:

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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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

Science:

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development:

Professional development topics for teachers of ELLs include: Strategies and Materials for Native Language instruction, the NYS ESL and NLA standards, Balanced Literacy for ELLs, the teaching of ESL through Content Areas: Math, Science, Social Studies and Literacy. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternate Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. The ELLs will be receiving a new ESL program, Imagine Learning. This program will provide differentiated instruction, student data, systemic instruction, feedback, family involvement and numerous professional development opportunities. The professional development will be held for teachers, paraprofessional and parents. They will each receive a schedule to attend the professional development workshops.

The ESL teacher participates and facilitates some professional development for our ELLs staff. She facilitates how her push in and pull out instruction occurs throughout the course of the day. In addition, she collaborates with classroom teachers during IEP conferences.

P396K's teachers and paraprofessionals serving ELLs are also 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 focusing on the education of ELLs.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parent Community Involvement:

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator (Ms. McKenna) at P396K offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. At the school level we have weekly parent meetings with specific topics and guest speakers and parents are provided with a translator (if necessary). Our goal is to increase parent outreach and participation by offering parents continued training throughout the school term.

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1. Describe parent involvement in your school, including parents of ELLs.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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Paste response to questions 8-17 here

Freestanding ESL Program:

Our ESL program is composed of 26 ELLs, including 8 students whose IEPs indicate ESL only and 10 students in Alternate Placement. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. ESL is provided by our ESL teacher through a combination of push-in and pullout models of instruction.

ESL Instruction:

ELLs at the beginning level of ESL are required to receive 2 units of ESL (360 minutes) as per CR Part 154. All of our ELL are beginners. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the various languages, backgrounds, needs and strengths of our ELLs. Intervention strategies that will be used with ESL students are: The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, TPR as well as utilizing graphic organizers. The use of technology i.e. a computer, digital camera, recording devise etc. will be incorporated to give the student additional instructional support. Multi- sensory and multicultural ESL materials (software/ books) will be incorporated throughout all aspects of instruction. The classroom library will also be used to give the student a variety of books of all levels that reflect the background, needs, strengths and Languages of ELLs. When the ESL teacher does push-in instruction into the classroom she often will collaborate with the classroom teacher in advance of the lesson during common prep periods. During pullout instruction sessions, the ESL teacher will once again collaborate with the teacher on specific areas of instruction, and work on specific curriculum activity that is aligned to what the students are working on in the classroom. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

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10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

Freestanding ESL Program:

Our ESL program is composed of 26 ELLs, including 8 students whose IEPs indicate ESL only and 10 students in Alternate Placement. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. ESL is provided by our ESL teacher through a combination of push-in and pullout models of instruction.

ESL Instruction:

ELLs at the beginning level of ESL are required to receive 2 units of ESL (360 minutes) as per CR Part 154. All of our ELL are beginners. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the various languages, backgrounds, needs and strengths of our ELLs. Intervention strategies that will be used with ESL students are: The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, TPR as well as utilizing graphic organizers. The use of technology i.e. a computer, digital camera, recording devise etc. will be incorporated to give the student additional instructional support. Multi- sensory and multicultural ESL materials (software/ books) will be incorporated throughout all aspects of instruction. The classroom library will also be used to give the student a variety of books of all levels that reflect the background, needs, strengths and Languages of ELLs. When the ESL teacher does push-in instruction into the classroom she often will collaborate with the classroom teacher in advance of the lesson during common prep periods. During pullout instruction sessions, the ESL teacher will once again collaborate with the teacher on specific areas of instruction, and work on specific curriculum activity that is aligned to what the students are working on in the classroom. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction:

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In addition, our licensed ESL teacher uses the push-in model in part of her program to further support the implementations of using ESL to teach through the content areas. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

English Language Arts:

Students at the advanced level will receive 1 unit of ELA and 1 unit of ESL. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, monthly mini museum functions, hands-on technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development:

Professional development topics for teachers of ELLs include: Strategies and Materials for Native Language instruction, the NYS ESL and NLA standards, Balanced Literacy for ELLs, the teaching of ESL through Content Areas: Math, Science, Social Studies and Literacy. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternate Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. The ELLs will be receiving a new ESL program, Imagine Learning. This program will provide differentiated instruction, student data, systemic instruction, feedback, family involvement and numerous professional development opportunities. The professional development will be held for teachers, paraprofessional and parents. They will each receive a schedule to attend the professional development workshops.

The ESL teacher participates and facilitates some professional development for our ELLs staff. She facilitates how her push in and pull out instruction occurs throughout the course of the day. In addition, she collaborates with classroom teachers during IEP conferences.

P396K's teachers and paraprofessionals serving ELLs are also 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 focusing on the education of ELLs.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parent Community Involvement:

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator (Ms. McKenna) at P396K offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. At the school level we have weekly parent meetings with specific topics and guest speakers and parents are provided with a translator (if necessary). Our goal is to increase parent outreach and participation by offering parents continued training throughout the school term.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		4	1	9	6	7	10	14	5					56
Intermediate(I)														0
Advanced (A)														0
Total	0	4	1	9	6	7	10	14	5	0	0	0	0	56

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		4	1	9	6	7	10	14	5				
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Patterns in proficiency:

Results of the 2011 NYSESLAT showed the following in Listening and Speaking: (1) Kindergarten student was a beginner, (4) first graders scored as beginners, but (3 out of 4) received invalid scores, (1) second grade student scored as a beginner but (1 out of 1) scored invalid, (9) third graders scored as beginners but (9 out of 9) received invalid scores, (6) fourth graders scored as beginners but (6 out of 6) scored invalid, (7) fifth graders scored as beginners but (5 out of 7) scored invalid, (10) sixth graders scored beginners but (4 out of 10) scored invalid, (14) seventh graders scored as a beginner but (11 out of 14) scored invalid, (5) eighth graders scored beginners but (1 out of 5) scored invalid. An invalid NYSESLAT score is obtained when students do not complete one or more subsections of the exam. Due to global cognitive delays as well as invalid NYSESLAT scores, we have classified our ELLs who obtained invalid NYSESLAT decisions as functional beginners.

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

During the LAP process we have evaluated our program needs. Staffing, materials, and programs are meeting the needs of our ELLs. We have begun to create an ESL schedule to cluster the students with Alternate Placement paraprofessionals by age range and disability in order to facilitate ESL services. Currently we are locating a large area for our ESL teacher, Ms. King.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nira Schwartz- Nyitray	Principal		1/1/01
Keisha McCoy - Dailey	Assistant Principal		1/1/01
Linda McKenna	Parent Coordinator		1/1/01
Esther King	ESL Teacher		1/1/01
	Parent		1/1/01
Daphne Valentin	Teacher/Subject Area		1/1/01
Graciela Boyce	Teacher/Subject Area		1/1/01
Hope Ffrench	Coach		1/1/01
	Coach		1/1/01
Amsel Powell	Guidance Counselor		1/1/01
Arthur Fusco	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75K396 School Name: P396K

Cluster: _____ Network: 4

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey (HLIS) is completed by our parents at the school level if and when it was not completed during the initial intake process at the Committee on Special Education (CSE). The information obtained from the HLIS is entered into ATS as the parents' home language. The school reviews incoming students' IEP's for parent language and also sends home an informal parent survey at the start of the school year that tabulates the parents' preferred language for receiving written communication. Students that arrive throughout the school year will continue to be checked for home language as per HLIS, ATS, and IEP. All of these documents are carefully reviewed and data is noted for future reference regarding written and oral communication to students' homes. All future communication is done in native language in either letter form or verbally through the phone by way of an alternate placement paraprofessional who reads and speaks the students' native language.

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.

All parents receive written information about upcoming events and ongoing student needs in English as well as the native language. Parents are always informed in a timely manner and are aware of all events that are taking place at the school level by the notices that are sent home as well as follow-up telephone calls. The Parent Coordinator and Family worker record the language needs of our parents and keep staff/parents informed of issues/concerns resulting from communication needs by way of school to parents and vice versa. Translation services are provided by staff members e.g., bilingual teachers and paraprofessionals, Pupil Accounting Secretary, and Alternate Placement paraprofessionals daily and at weekly parent meetings. The parents of the 56 ELLs receive notices in their native language/s: 35 parents receive Spanish communication, 9 parents receive notices in Chinese, 4 parent in Bengali, 1 parent in French, 1 parents in Yemen, 3 parents receive notices in Pakistani, 1 parent receives Punjabi, and 2 parents receive notices in Haitian Creole. All of our parents need written

translation as well as oral interpretation services.

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.

Parents that require written language assistance services will receive translation from in-house bilingual teachers, or any designated school staff who can either write or speak the parents' native language via letter or by phone. We have staff members who are able to translate school documents into the following languages: Spanish, Creole, French and Cantonese. Our parent coordinator, Linda McKenna, has also utilized online translating websites (e.g., Babelfish.) to translate documents. Translations for school wide documents in languages for which we are unable to provide a written translation by an in-house staff member are usually done by the Translation and Interpretation Unit via e-mail. In order to ensure timely provision of translated documents, the letters are typically sent out a minimum of a month in advance of the planned event to the NYC DOE Translation and Interpretation Unit.

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

Parents that require oral language interpretation services will work with a designated staff member who speaks the parents' home language by telephone and/or in person. We have staff members who are able to translate school documents into the following languages: Spanish, Creole, French and Cantonese. We provide in-house oral interpretation services to parents for the following: school conferences, social events, PTA meetings, and IEP meetings. Parents are also invited to attend all school conferences, social events, PTA meetings, and IEP meetings with an interpreter of their own choosing. Should an emergency arise, for which it is not immediately possible to translate a notice, parents will be contacted via telephone in their native languages.

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

P396K will post at the main door and by the security desk a sign in each of the eight covered languages detailing where the main office is and how to obtain notification of their rights regarding timely translation and interpretation services. Copies of key documents, such as the Parents Bill of Rights can be found in the Parent room on the first floor of our main site, all parents have access to this room. Furthermore, we provide parents with a copy of the Parents Bill of Rights in a language that they can understand each September. The safety plan will state that all parents should have access to information in their native language and be able to reach the principal.

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: 396K	DBN: D75
Cluster Leader: Mr. Gary Hecht	Network Leader: Mr. Arthur Fusco
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P396K is a District 75 school that provides services for approximately 263 students, including 50 entitled ELLs, Grades K-8, ages 4 years 9 months to 14 years in 12:1:4, 6:1:1, and 8:1:1 classes at the Main Site and at the off site P396 @ 289. There are 6 students served as per IEP. For the 2011-2012 school year all 50 ELLs will participate in the New York State Alternate Assessment as well as the 2012 NYSESLAT in the spring.

Currently P396K has (2) fully certified Bilingual teachers. The first Bilingual teacher, Ms. Boyce is a 12:1:4/ Elementary grade level teacher and Ms. Valentine is a 12:1:4/ Middle School grade level teacher. In addition we have (1) ESL teacher, Ms King who services students from K-8.

The Instructional Program: The Transitional Bilingual Program is made up of eight periods that are 50 minutes each for a total of 400 minutes. This program is composed of two bilingual classes totaling 24 students (12 Elementary, 12 Middle School students), all of whom participate in Alternate Assessment. The components of the bilingual program are: (a) English as a Second Language: All students in bilingual classes receive 360 minutes of mandated ESL instruction as required by CR Part 154 for ESL students at the beginning and intermediate proficiency levels as per NYSESLAT. ESL instruction incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques and graphic organizers. The use of technology and augmentative communication devices such as Big MACs paired with Mayer Johnson symbols, computer programs, adapted switches, ABLLS assesment, SANDI assessment and the Unique Curriculum are incorporated into the instructional program in order to give students additional support in the Alternate Assessment. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. (b) Native Language Arts, in which the bilingual students receive 360 minutes per week of Native Language Arts; and (c) English Language Arts in which students at the advanced level of proficiency receive 180 minutes of English Language Arts and 180 minutes of ELA.

Freestanding ESL Program: This program is composed of 26 ELLs including 8 students whose IEPs indicate ESL only and 10 students whose IEPs indicate bilingual instruction (they have an Alternate Placement Paraprofessional who speaks the students' native language and assists them throughout the day). We utilize both a push-in and pull-out model in our Freestanding ESL Instructional Program. Content Area Instruction, inclusive of English Language Arts are infused into all aspects of instruction.

The language breakdown for ELLs is as follows: 33 Spanish, 9 Chinese, 1Arabic, 2 Haitian Creole, 3 Bengali, and 2 Urdu. Results of the 2011 NYSESLAT showed the following in Listening and Speaking: (1) Kindergarten student was a beginner, (4) first graders scored as beginners, but (3 out of 4) received

Part B: Direct Instruction Supplemental Program Information

invalid scores, (1) second grade student scored as a beginner but (1 out of 1) scored invalid, (9) third graders scored as beginners but (9 out of 9) received invalid scores, (6) fourth graders scored as beginners but (6 out of 6) scored invalid, (7) fifth graders scored as beginners but (5 out of 7) scored invalid, (10) sixth graders scored as beginners but (4 out of 10) scored invalid, (14) seventh graders scored as a beginner but (11 out of 14) scored invalid, (5) eighth graders scored as beginners but (1 out of 5) scored invalid. An invalid NYSESLAT score is obtained when students do not complete one or more subsections of the exam. Due to global cognitive delays as well as invalid NYSESLAT scores, we have classified our ELLs who obtained invalid NYSESLAT decisions as functional beginners.

A total of 18 K-8 ELL students, from both our ESL only and Spanish Bilingual programs, will participate in the Title III Supplemental Program for ELLs. We plan to have three distinct instructional groups: Group 1 (grades 1-3), Group 2 (grades 3-5), Group 3 (grades 6-8). The program will include three 6:1:1 classes at the Main Site, for three instructional hours (10:00 a.m.-1:00 p.m.). This will be a 6 week program, every 2nd and 4th Saturday of the following months: March, April and May. We plan to host our culminating ELL showcase on the fourth Saturday in May for our ELL families in order to showcase the materials created by both parents and students during the Title III program. The anticipated start date for our Title III Saturday Bilingual ELL Academy will be March 10, 2012 and the end date will be May 26, 2012. The four instructors in our Title III program will include: two certified Spanish bilingual teachers, an ESL teacher, and a certified speech teacher. Each of the ESL/Bilingual teachers will work with an identified group. In order to develop students' communication skills, the speech teacher will rotate between the three teachers and collaborate/co-teach with them. The language of instruction for the Saturday Bilingual ELL Academy will be English.

Based on parent participation from the 2010-2011 year, we anticipate that the participating parents and students will speak the following languages: Spanish, Chinese, Bengali, French and Haitian Creole. These students were identified to participate in the program due to their invalid 2011 NYSESLAT test scores. In addition, these students require supplemental ELA and Math instruction as indicated by the aforementioned test results. The students' Alternate Assessment scores, IEP goals, and NYSAA scores were also taken into consideration. Most of our participating students will be either newcomers or students between 4-6 years of service.

The Saturday program will assist students in listening, speaking, reading and writing skills, particularly in specified content areas (Math and ELA) for the forthcoming 2011-2012 NYSAA assessment. The following NYSAA standards will be incorporated into the instruction: In ELA, Standard 1 (the students will read, write, listen, and speak for information and understanding) and AGLI #11104 (students will attend to or read to recognize main idea in informational text; Standard 2 (the students will read, write, listen, and speak for literacy response and expression); and AGLI #12110 (students will identify favorite and/or least favorite part of a story); and ESL Standard 1 (students will listen, speak, and write in English for information and understanding). The following NYSAA Strands for Mathematics will be incorporated into instruction: (a) Number Sense and Operations, AGLI #11201 (student will identify the number as a word and/or symbol that tells the number of objects in a set of 0-19 objects), and (b) Measurement, AGLI #21102 (students will order three or more objects by taking objects of different lengths and ordering them from shortest to longest). The NYS ESL, NLA and Common Core Learning standards in ELA and Math will also be incorporated into our instructional program. The Saturday program will include the use of

Part B: Direct Instruction Supplemental Program Information

bookworms, leap pads for ELA instruction and a wealth of teacher made materials for ELA and Math that focus on community and career readiness themes. The program will consist of one period of ELA, one period of Math, and one period of Art or Music on each day of the students' instructional program. The students will attend classes and the speech teacher will push-in and assist the three 6:1:1 classes. In addition, the speech provider will assist the teachers develop functional communication materials in ELA, Math, Art and Music.

Instruction will be provided in English with minimal Native Language assistance from Spanish speaking teachers and (3) educational assistance. In order to provide native language assistance, we plan to hire paraprofessionals who are fluent in Spanish, Chinese and Haitian Creole. The instruction will be differentiated according to the functioning levels of the students and will be delivered in a classroom format with a licensed bilingual teacher or ESL teacher as instructional leader and bilingual educational assistants who are employed by the Department of Education. The art and music classes will be designed and taught in collaboration with the ESL teacher and bilingual teachers. In addition to teacher made materials, we will purchase communication devices and learning puzzles that focus on career awareness, the community, and traffic signs for our ELA theme. Pre and Post-tests and Teacher made checklists will be used to assess the students at the beginning and completion of the six sessions.□□

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional development for an assistant principal, an ESL teacher, 2 bilingual teachers, 1 speech teacher, and 3 educational assistants will take place from 9:00 a.m.-10:00 a.m. prior to the start of each Title III instructional program session for a total of six sessions. We will have our professional development prior to the start of each instructional session, every 2nd and 4th Saturday of the following months: March, April and May. The anticipated start date for our Title III Saturday Bilingual ELL Academy will be March 10, 2012 and the end date will be May 26, 2012. Topics for professional development will include (a) writing standards based lessons with AGLIs and linguistic goals, presented by the Assistant Principal, Ms. McCoy; (b) effective use of graphic organizers with ELLs, presented by a licensed bilingual teacher, Ms. Boyce; (c) using the Language Experience Approach in Math instruction,

Part C: Professional Development

presented by the ESL teacher, Ms. King; (d) effective use of visual communication cues in reading instruction, presented by a speech teacher, Ms. Thomas; and (e) effective use of visual communication cues in Math instruction, presented by a speech teacher, Ms. Thomas during the last two sessions. The aforementioned topics are aligned with the focus on listening, speaking, reading and writing and Math skills for students in K-8 NYSESLAT and NYSAA assessments.

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:

Title III funds will be used to provide workshops to parents concurrent with the Saturday Title III program from 10:00 a.m.- 11:00 a.m during the six sessions beginning on March 10, 2012. These workshops will be provided by our speech teacher, Burgan Thomas. Parents will receive the DOE Title III letter, in their native language, a month in advance of the program (this will occur in February 2012 before and after the DOE school holiday break). In addition, our bilingual teachers and educational assistants will make telephone contact with parents concerning the program once the Title III letters have been disseminated. Since we plan to begin Title III recruitment a month in advance of the program, the orientation session for parents will be provided on the first day of the program by our speech therapist, Burgan Thomas and our A.P., Keisha McCoy from 10:00 a.m. - 10:30 a.m. on March 10, 2012. Following the brief orientation, Ms. Thomas will work with the parents for an additional thirty minutes. The speech teacher, Ms. Thomas will co-teach with the ESL/bilingual teachers from 11 a.m. - 1:00 p.m. After the parent workshop, parents will be invited to work alongside their children in the classrooms for the remainder of the instructional day (two hours). Parents will be encouraged to assess their own personal home needs for communication with their child. Parents will participate in a parent workshop model of instruction that will help them to create communication materials e.g., communication boards and cues to use at home with their child. The topics for the workshops will be: "Creating a communication rich home", "How to make communication boards and visual cues – a hands on approach:", "What are augmentative devices and how to use them to communicate with each other", "Creating a daily routine that is adapted for all", and "What is the next step for all parents?"

Part D: Parental Engagement Activities

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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 	Professional staff, per session, per diem	Professional salaries include per session rate. In addition, professional development will be included in the salary for all staff who participate in the Saturday Academy. Instructional Program: 3 teachers x 1 day per week x 3 hours per day x \$49.89 = \$449.01 x 6 weeks = \$ 2,694.06 3 paras x 1 day per week x 3 hours per day x \$ 28.98 = \$260.82 x 6 weeks = \$1,564.92 1 administrator x 1 day per week x 3 hours per day x \$52.21 = \$ 156.63 x 6 weeks = \$ 939.78 1 speech teacher x 1 day x 2 hours x \$49.89 = 98.68 x 6 = \$ 598.68 Subtotal - \$5,797.44 Professional Development: 3 teachers x 1 day x 1 hour per day x 6 weeks x \$ 49.89 = \$ 898.02 3 paras x 1 day x 1 hour per day x 6 weeks x \$ 28.98 = \$ 521.64 1 administrator x 1 hour per day x 6
	\$2,694.06	
	\$1,564.92	
	\$939.78	
	\$598.68	
	Subtotal -\$5,797.44	
	\$898.02	
	\$521.64	
	\$313.26	

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>\$299.34</p> <p>Subtotal- \$ 2,032.26</p> <p>Total Salary- \$7829.70</p>	<p>weeks \$ 52.21 per hour = \$ 313.26</p> <p>1 speech teacher x 1 day x 1 hours x 6 weeks \$ 49.89= \$ 299.34</p> <p>Subtotal- \$ 2,032.26</p> <p>Total Salary- \$ 7,829.70</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<p>\$219.66</p> <p>\$216.96</p> <p>\$151.14</p> <p>\$199.94</p> <p>\$226.29</p>	<p>The material will be used with students and their parents during the Saturday Academy. In addition parents will have the opportunity to understand the purpose and necessity for Communication Devices.</p> <p>2 sets- Early Learning Puzzle Sets= 2 x \$109.83= \$219.66</p> <p>2 sets- Sound Puzzles- 2 x \$ 108.49= \$216.96</p> <p>2 sets- Workers in the neighborhood= 2 x \$75.57= \$151.14</p> <p>1 set- Career Awareness Package= \$199.94</p> <p>3 sets- Large Wooden Traffic Signs= 3</p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>\$99.93</p> <p>\$354.22</p> <p>\$159.31</p> <p>Subtotal \$1,627.45</p>	<p>x \$ 75. 43= \$226.29</p> <p>3 sets- See & Spell= 3x \$33.31= \$99.93</p> <p>2 sets- italk2- Communication Device with levels- 2 x \$177.11= \$354.22</p> <p>1 Quick Talker Communication Device- \$159.31</p> <p>Subtotal- \$ 1,627.45</p>
Educational Software (Object Code 199)		
Travel	Travel- \$ 972.00	<p><u>Metro- Cards for 18 parents x \$ 4.50 x 6 weeks = \$486.00</u></p> <p><u>Metro- Cards for 18 students x \$ 4.50 x 6 weeks = \$486.00</u></p>
Other	<p>\$299.34</p> <p>\$80.00</p> <p>\$30.00</p> <p>\$261.51</p> <p>\$100.00</p> <p>Subtotal \$770.85</p>	<p>1 speech teacher (for parental engagement) x 1 day x 1 hour x 6 weeks x \$49.89= \$ 299.34</p> <p>Flash Drives for parent engagement 1 pack of 20 x \$4.00 = \$80.00</p> <p>Raffle for parent engagement 1 raffle for Barnes and Nobles = \$30.00</p> <p>Refreshments will be served at each session (5) to parents</p> <p>Refreshments/program for families for the culminating event</p>
TOTAL		

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.
	<u>\$11,200.00</u>	