



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P36K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K036 CEP 2012-13 FINAL SPECIFICS

PRINCIPAL: JOHANNA SCHNEIDER

EMAIL: JSCHNEI@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Johanna Schneider	*Principal or Designee	
Matthew Brown	*UFT Chapter Leader or Designee	
Sharon Stoves	*PA/PTA President or Designated Co-President	
Anthony Cox	PTA Co-President	
Lenora Renfroe	DC 37 Representative – Parent Coordinator	
	CBO Representative, if applicable	
Cheryl Johnson	Member/SLT Secretary	
Ellee Hayon	Member/Teacher	
Grace Cepeda	Member/Paraprofessional	
	Member/	
	Member/	
Lori Heffez	Member/ Assistant Principal	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- **By June 2013, there will be improved student proficiency in Math for all students as evidenced by a 2% increase in students achieving LEVEL 2 on the corresponding NYS Math exam.**

Comprehensive needs assessment: All teachers will utilize SCANTRON performance series suggested learning objects to determine strengths and needs of all students. All teachers will utilize ARIS to determine prior test levels and information. Teachers will determine the goals as per the IEP. Use of interim rubrics related to CCLS tasks. Staff will participate in PD in the area of Math during small group teacher meetings, coach visits to classrooms and deliver a variety of lessons and units that focus on areas of need for each student. Celebrations related to CCLS activities will take place at various times of the year related to major work within a grade. All standardized students have two extra periods of math per week.

Instructional strategies/activities

- **All staff will participate in professional development on how to use individual student “target skills’ as outlined in SCANTRON to drive differentiated instruction. Every classroom and cluster teacher will be provided with professional development on the use of the common core Standards, Depth of Knowledge. Additional PD will include, but not be limited to: Depth of Knowledge, Academic rigor, developing higher order thinking skills, pair/share activities, modeling, scaffolding and alignment with Common Core Standards. Teachers will share best practices for math instruction and we will utilize the services of the district wide math coach to provide individualized assistance to provide hands-on classroom instruction for Impact and Everyday Math and to aid in the development and delivery of math instruction. Teachers will develop common Core aligned unit plans that incorporate the IEP goals and student goals based on the data in the assessment binder. Feedback will be provided by the Assistant Principal’s during small group and individualized conference with teachers. Walk-through will be completed and during weekly teacher meetings, teachers will be provide with opportunities to share the best practices for math instruction, review PD used to develop Danielson’s competency 3B – using “appropriate questioning and discussion techniques”. This will deepen understanding, invites students to formulate hypotheses, and make connections. Will provide opportunity to develop new understanding of complex material. We will provide opportunities for students to participate in pair/share activities and accountable talk. Teachers will provide unit plans monthly aligned with common and core and reflective of school-wide unit of study (feedback is provided to improve teacher planning and instruction. The use of interim assessments will be utilized to collect data to drive further differentiated instruction.**
- **During pre-observations, post observations, small group teacher meetings, teacher will share best practices, review data and discuss common core-aligned unit plans that incorporate and include, but not be limited to: acquisition of IEP goals, using skills analysis and target skills as outlined in SCANTRON. A number of teachers will be involved in the Inquiry team process to track goals, data and develop plans to meet individualized student goals.**

Strategies to increase parental involvement

- **Parents will be invited to attend all PTA meetings during which time information related to Professional Development of staff will be reviewed.**
- **During Parent/Teacher conferences- a calendar of celebrations that focus on CCLS will be shared and parents invited to participate in activities that include, but will not be limited to: publishing celebrations.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Once we identify the learning needs of students, staff will collaborate on the needs for materials within their classroom. Materials and curriculum items will be purchased.

- Emotional literacy and PBIS play an important role in the success of all academic areas within the school. Academics cannot be achieved without the decrease in maladaptive/inappropriate behavior.
- Student work will be celebrated on many levels throughout the school year.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, there will be a decrease in inappropriate student behaviors/reactions by 5% as evidenced by referral logs and SWIS data.

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Comprehensive needs assessment

In all of the sites of P36K, students who attend our school have been unable to be successful in the general education environment due to their severe emotional disturbance and/or being developmentally and socially delayed. Due to these disabilities, many have the inability to regulate their emotions that often lead to behavioral outbursts. In addition, many of our students are 1-3 years below grade level in reading and/or math. We incorporate a Positive Behavior Intervention and Support program that includes proactive strategies that define, teach and support appropriate student behaviors so that we can create a positive school environment. The inability to regulate emotions and behavioral outburst are evidenced in the SWIS data and levels earned throughout the year. In reviewing the “Big 5” reports from SWIS on a monthly basis, it is evident that the most problematic behaviors were disrespect, disruptive behavior and inappropriate language.

- One of our objectives is to provide student with the skills and strategies they need to regulate their own behavior and gain the skills they need to return to community schools. It has been documented in research that students with behavioral issue are more likely to have academic problems. Additional studies have shown that school-wide behavior supports can improve attendance, punctuality and academic engagement- ultimately leading to improved test scores. According to research completed by Putnam, Horner and Algozzine, “Improved behavior support is related to improved academic outcomes.

Instructional strategies/activities

- Each of the P36K sites utilize a variety of supports for meeting students developmental needs. Currently, there is a clear and systematic approach to our PBIS program. We will continue to meet with committee members to discuss the needs of our students and work to meet the diverse needs of our students with a variety of disabilities. We will continue to work with our students and staff to plan, coordinate and implement a variety of programs and activities that will address the following areas of student behavior: students will learn to recognize, understand, label, express and regulate their feelings. All students will be part of our “Positive Quote” program. Students will be exposed to a positive quote per week and have the opportunity to talk about the meaning of the quote and the positive changes they can implement. P36K will continue to provide a variety of incentives for our students that will include, but not be limited to: earning up to 50 points per day, choosing incentives from the P36K Incentive Catalog, earning Levels 1, 2 or 3, visiting the school store to purchase items with their “bank book” of earned points and attendance at special incentive activities. The Crisis Intervention teacher, along with classroom and cluster teachers and paraprofessionals will work with the counseling staff to devise individualized behavioral programs for students who require additional support. At weekly Cabinet meetings and weekly teacher/grade level meetings, staff will discuss students who require additional support and come up with ways to facilitate specific behavior management procedures and routines that will increase the positive behaviors of the student as shown in daily behavioral assessment sheets.**
- Counseling staff, teachers, paraprofessionals, related service providers, Crisis Intervention Teacher and administration will continue to review the SWIS data to identify: areas of concern within the building, students who are having the most difficulty and the most challenging behaviors and work together to develop individual plans for individual students.**
- During weekly teacher meetings and cabinet meetings, staff will review procedures, strategies and activities to evaluate the effectiveness of**

the strategies and activities utilized. During these meetings teacher input will be reviewed and feedback will be requested. PBIS committee will meet on a weekly basis to review SWIS data, level data and positive quote program, during which time, will make collaborative additions and changes based on data.

- d. Positive quotes will be on the crawl in the lobby and written on white board in cafeteria by January 31, 2013. Grand Re-Opening of the school store will take place by February 13, 2013 with an assembly and special ribbon cutting ceremony. At the end of each month, the PBIS committee and cabinet will review data of the SWIS big 5 reports to review students with 25 or more referrals and review and modify behavior plans for that child. By February 28, 2013, April 30, 2013, June 15, 2013 there will be at least 3 special events for special travelers. Monthly, as outlined in the monthly school calendar, students will choose incentives from the incentive catalog.

Strategies to increase parental involvement

- Each day the Behavior Assessment form will be utilized as a form of daily communication.
- Parents attending PTA meetings will be updated on incentives planned and completed – see incentive calendar
- Parents will be invited to special events.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Once we identify the learning needs of students, staff will collaborate on the needs for materials within their classroom. Materials and curriculum items will be purchased.

- Students will participate in incentive programs that include, but are not limited to; school store, use of the incentive catalog and special events that will include, but not be limited to 'best traveler" and most levels earned.
- Students will participate in special events that include, but are not limited to publishing parties, oral reports, group projects and art shows.
- Continue to share with staff best practices for collaboration, communication and the partnering with parents, guardians and families. (Participation in special events that highlight the academic and social/emotional achievement of all students.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, students will improve their ELA skills mastery as evidenced by 2% increase in scaled scores on periodic benchmark assessments. (ie, SCANTRON, ACUITY and SANDI)

Comprehensive needs assessment

Due to the fact that most students come to P36K from community schools and other D75 schools with ELA scores below their grade level, we see a deficit in ELA scores and grade level scores across the board.. All teachers will utilize SCANTRON performance series suggested learning objects to determine strengths and needs of all students. All teachers will utilize ARIS to determine prior test levels and information. Teachers will determine the goals as per the IEP. Use of interim rubrics related to CCLS tasks. Staff will participate in PD in the area of ELA during small group teacher meetings, coach visits to classrooms and deliver a variety of lessons and units that focus on areas of need for each student. Celebrations related to CCLS activities will take place at various times of the year related to major work within a grade.

- **Instructional strategies/activities All staff will participate in professional development on how to use individual student “target skills’ as outlined in SCANTRON to drive differentiated instruction. Every classroom and cluster teacher will be provided with professional development on the use of the common core Standards, Depth of Knowledge. Additional PD will include, but not be limited to: Depth of Knowledge, Academic rigor, developing higher order thinking skills, pair/share activities, modeling, scaffolding and alignment with Common Core Standards. Teachers will share best practices for ELA instruction and we will utilize the services of the district wide ELA coach to provide individualized assistance to provide hands-on classroom instruction ELA units of study and CCS and to aid in the development and delivery of ELA instruction. Teachers will develop common Core aligned unit plans that incorporate the IEP goals and student goals based on the data in the assessment binder. Feedback will be provided by the Assistant Principal’s during small group and individualized conferences. Walk-throughs will be completed and during weekly teacher meetings, teachers will be provide with opportunities to share the best practices for ELA instruction, review PD used to develop Danielson’s competency 3B – using “appropriate questioning and discussion techniques”. This will deepen understanding, invites students to formulate hypotheses, and make connections. Will provide opportunity to develop new understanding of complex material. We will provide opportunities for students to participate in pair/share activities and accountable talk. Teachers will provide unit plans monthly aligned with common and core and reflective of school-wide units of study (feedback is provided to improve teacher planning and instruction.) The use of interim assessments will be utilized to collect data to drive further differentiated instruction.**

During pre-observations, post observations, small group teacher meetings, teacher will share best practices, review data and discuss common core-aligned unit plans that incorporate and include, but not be limited to: acquisition of IEP goals, using skills analysis and target skills as outlined in SCANTRON. A number of teachers will be involved in the Inquiry team process to track goals, data and develop plans to meet individualized student goals and look at student work.

Strategies to increase parental involvement

- Parents will be invited to celebrations that outline tasks taught and achieved by their children
- Communicate best practices at PTA and SLT meetings – promote partnering with parents and families.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Once we identify the learning needs of students, staff will collaborate on the needs for materials within their classroom. Materials and curriculum items will be purchased.

- Use of Emotional Literacy and PBIS will be utilized to support students' social/emotional needs
- Encourage collaboration among teachers grade level meetings
- Involve cluster teachers to collaborate with individual grades (special projects and joint activities)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>1. Voyager-Journeys – explicit, systematic instruction for grades 6-8</p> <p>2. DISTAR – phonics-based program individually paced, highly structured and scripted with essential stimulus-response interaction between teacher and student. Grades K-5</p> <p>3. Words their Way – an approach to spelling and word knowledge for grades K-5</p> <p>4. A-Z Reading – guided reading with a systematic phonics program</p> <p>5. SCANTRON checklists and suggested learning Objectives</p>	<p>. Students in grades 6-8 learn and apply reading strategies, flexible pacing ensures that students have time to master concepts and re-teach lessons focus on key vocabulary and comprehension skills</p> <p>2. through the use of direct instruction, high levels of students response, error correction and constant and consistent teacher feedback is used to improve comprehension, practice of grammar and vocabulary provide the vehicle for oral language experiences.</p> <p>1. program builds individual spelling and word-recognition skills and provides solid foundation to master harder words.</p> <p>2. Program focuses on reading decoding, reading comprehension,</p>	<ul style="list-style-type: none"> • 90 minute literacy block (as appropriate during the school day – small group instruction for middle school students. • Small group differentiated instruction during the school day for all students • 90 minute literacy block(as appropriate) during the school day/small group instruction for struggling students • Small group-differentiated instruction provided by teacher and paraprofessionals under the direct supervision of the teacher • 1:1 individual, differentiated instruction for struggling students

		and grammar for speaking and writing. SCANTRON used to provide a basis for differentiated instruction	
Mathematics	<ol style="list-style-type: none"> 1. My Math – grades k – 5- systematic program focused on scope and sequence. 2. Math Steps – intervention program for K- 5. Skills inventory, sequential skills outlines and streamlined approach. 3. Impact math & Everyday Math – systematic approach to grade level skills. 4. SCANTRON checklists and suggested learning Objectives 	<ol style="list-style-type: none"> 1. Engaging program that allows students to interact with the text in multiple ways. Personalized vocabulary. 2. Program assists teacher to correctly assess and identify student’s grade-level competence in order to prescribe effective and appropriate materials to correct specific weaknesses. 3. Curriculums focus on systematic approach to teaching grade level skills. Emphasizes the application of math to real world situations. Lessons include time for whole-group instruction as well as small group, partner or individual activities for differential learning. Provides numerous methods for basic skills practice and review. Students are encouraged to explain and discuss mathematical thinking in 	<ul style="list-style-type: none"> • during the school day – small group instruction for middle school students. • Small group differentiated instruction during the school day for all students • during the school day/small group instruction for struggling students • Small group-differentiated instruction provided by teacher and paraprofessionals under the direct supervision of the teacher <p>1:1 individual, differentiated instruction for struggling students</p>

		<p>their own words.</p> <p>4. SCANTRON used to provide a basis for differentiated instruction</p>	
Science	FOSS science Kits and Glencoe Texts – grades K-8	<ul style="list-style-type: none"> • Small group research assistance, creating scientific notebooks and completion of exit projects • Participation in school-wide project-based learning (school-wide themes) • Differentiated learning (small groups) led by para under the direction of teacher <p>Project-based learning and hands-on learning play a major role in the acquisition of skills for all students. To deepen their understanding of the key concepts involved. Students work in groups and interact with each other to share information.</p>	<ul style="list-style-type: none"> • 1:1 individual differentiated instruction for struggling students. • during the school day – small group instruction for middle school students. • Small group differentiated instruction during the school day for all students • during the school day/small group instruction for struggling students
Social Studies	World Explorers (core curriculum) Time Exploration (time magazine)	<ul style="list-style-type: none"> • Small group research assistance, creating note taking process for non-fiction and completion of exit projects where appropriate. • Participation in school-wide project-based learning (school-wide 	<ul style="list-style-type: none"> • Small group research assistance, creating scientific notebooks and completion of exit projects • Participation in school-wide project-based learning (school-wide themes) • Differentiated learning

		<p>themes)</p> <ul style="list-style-type: none"> Differentiated learning (small groups) led by para under the direction of teacher <p>Project-based learning and hands-on learning play a major role in the acquisition of skills for all students.</p>	<p>(small groups) led by para under the direction of teacher</p> <p>Project-based learning and hands-on learning play a major role in the acquisition of skills for all students</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1:1 mandated sessions Group mandated sessions Emergency	<ul style="list-style-type: none"> 1:1 and small group sessions to provide academic, attendance, social and or family support as needed. Teacher meetings once per week to proactively plan for student needs Work with outside agencies to assist parents/families PBIS – a systems approach to preventing and responding to school and classroom discipline problems. PBIS approach assists us in maintaining and supporting safe learning environments so that students can learn in a safe and orderly environment. If students cannot regulate their own behaviors – this then leads to negativbe, 	<p>Through a school-wide approach to positive behaviors that include, but are not limited to: daily behavioral incentive sheets that go home every day and provide daily communication to parents and families, incentive catalog that allows students to choose activities in exchange for positive behaviors, school store incentives in which students can ‘purchase’ items as a reward for accumulated points, special activities for Best Traveler rewards and positive quote campaign to instill feeling of being positive throughout the school campus.</p>

		<p>acting-out behaviors.</p> <ul style="list-style-type: none">• School-wide incentives that include incentive catalog, school store and extra activities for level winners. <p>Use of SWIS allows us to keep track of student maladaptive behaviors within all areas of the school by behavior, time or location. Used to create and modify goals and behavior plans.</p>	
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In order to ensure that all staff hired are highly qualified we carefully screen all applicants, interview each possible appropriate candidate, check references, when appropriate staff to be hired will do a sample lesson with appropriate grade and age level class and we choose the best applicant for the job.

STRATEGIES that will be used:

1. Administrators – will support teachers on a variety of levels – sending staff to outside professional development as well as providing PD at small teacher meetings. Purchase of needed materials and be open to designs presented by teachers during teacher team meetings, inquiry team meetings and informal discussions. Walk-through will be conducted and feedback will be provided in a timely manner.
2. Professional Development/support – on a daily basis, administrators will be available and visible during the start of the school day for students, parents and the community. Each month, calendars will be distributed that clearly outline upcoming events and time lines – which are reflective of school-wide expectations. Administration will provide opportunities for district coaches to provide instructional practices with a focus on student achievement. These opportunities will take place, but not be limited to: small group teacher meetings, faculty meetings, professional development days and intervisitations.
3. School Culture – the school-wide (daily) behavior expectation sheets are used in all classrooms to provide for a standards based expectation of appropriate behaviors of all students. Through the use of a variety of PBIS and Emotional Literacy activities, students will have opportunities to celebrate both student and staff achievement and the collaboration on various projects will showcase the teamwork and collaboration among staff and students.

ACTIVITIES:

1. Differentiated PD determined by need.
2. ARIS , SCANTRON, SESIS access.
3. Professional development activities based on needs of specific classrooms and teachers.
4. Professional development will be aligned with state standards and the curriculum

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Adrienne Edelstein	District 75	Borough Brooklyn	School Number 036
School Name Nathanael Greene			

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

Principal Johanna Schneider	Assistant Principal Lori Heffez
Coach	Coach type here
ESL Teacher Scott Pearlman	Guidance Counselor David Myers
Teacher/Subject Area Ms.Torrabla Physical Education	Parent type here
Teacher/Subject Area Joan Menke/ Classroom Teacher	Parent Coordinator Lenore Renfroe
Related Service Provider N/A	Other ELL Coord/Regina Shchukin
Network Leader Adrienne Edelstein	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	280	Total Number of ELLs	31	ELLs as share of total student population (%)	11.07%
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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. 

ELL's initial Home Language Survey is done at CSE along with interview, placement and parent options are reviewed. The ESL teacher examines the RPOB in ATS daily at the beginning of the year to identify all students whose home language is other than English. These reports including RLAT, RLER, and RLAD ensure that the ELL students received the reading, writing, speaking and listening portions of the NYSESLAT. Then the DIIT of CAP and the IEP, along with the existing HLIS of the student, are examined to see if the student is entitled to ESL service. In addition, an informal oral interview of the child is assessed.

If it is within 10 days of entering the NYC schools, the LAB-R and the Spanish LAB (if the student comes from a Spanish-speaking home and they do not pass the English LAB-R) are administered by the ESL teacher. HLIS administrators (Lenora Renfroe/Parent Coordinator or Scott Pearlman/ESL Teacher) at P036K ask parents to come to school to fill out the HLIS in his or her native language and to be interviewed in order to determine if a child is eligible for service. Before coming to the school, a suitable pedagogical translator is located for the parent interview. Students are placed in ESL classes of 12:1:1, 8:1:1, 6:1:1, etc. according to the students' IEPs. Grouping is arranged according to NYSESLAT scores and by viewing ATS reports. Compliance binder documents are also used to determine student placement. Schedules and grouping are prepared in the spring by modality and site location.

Only Free Standing ESL is available at all sites of P36K. There are no dual language programs available in District 75 at this time although one can be requested by the parents if there are enough students in three contiguous grades to form such a class, with 50% English-speaking students and 50% from one other language group. Parents are informed at PTA meetings and in flyers sent home that their questions and concerns can be addressed to the ESL Teacher (Scott Pearlman) or Parent Coordinator (Lenora Renfroe).

The CSE determines whether the student is considered in need of bilingual education. Since there are no bilingual classes, a full-time, alternate assessment paraprofessional who is bilingual in the child's native language is assigned to the student. In addition to the services of the bilingual paraprofessional, the ESL teacher (Scott Pearlman) provides ESL instruction. Parents are involved in the CSE process and in the determination of the students' status/determined services and letters in the parents' native language are sent by the CSE when program placement takes place.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In													0	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		Newcomers (ELLs receiving service 0-3 years)	20	Special Education	31
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	20	0	20	8	0	8	3	0	3	31
Total	20	0	20	8	0	8	3	0	3	31

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	1	1	5		2	2	5	2	2	0	0	25
Chinese						1								1
Russian		1												1
Bengali														0
Urdu														0
Arabic														0
Haitian								1	1					2
French		1												1
Korean														0
Punjabi														0
Polish		1												1
Albanian														0
Other														0
TOTAL	2	6	1	1	5	1	2	3	6	2	2	0	0	31

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

To ensure the mandated number of minutes are given to all ELL students, instruction is delivered using both push-in and pull-out models. In the case of push-in, the ESL teacher co-teaches with the classroom teacher. Classes are 50 minutes in length. The program model is ungraded and heterogeneous. There is only one model and the ESL teacher ensures that the students are served mandated minutes. Beginning and intermediate k-8 students (as determined by the NYSESLAT or LAB-R) receive a minimum of 360 minutes per week of ESL instruction provided by a licensed/certified ESL teacher. Advanced ELL K-8 students receive 180 minutes of ESL by licensed instructor (Scott Pearlman) and 180 of ELA. Beginning 9-12 students receive 540 minutes per week, intermediate 9-12 ELL students receive 360 minutes of ESL instruction, while advanced 9-12 ELLs are given 180 minutes of instruction by licensed ESL teacher plus 180 ELA. Currently there are 31 ELLs at three sites (main, 192, Flatbush Town Hall) for the P36K Freestanding ESL program.

The instructional strategies used to ensure students meet the standards and pass required grade appropriate standards include, but are not limited to: Cognitive Academic Language Learning Approach, Language Experience, graphic organizers, integrated themes, cooperative learning and scaffolding techniques. Multicultural materials, technology and art are infused throughout all aspects of the curriculum. Other than kindergarten students, all ELLs take regularly scheduled dictation tests based on a passage at the student's comprehension level and in line with the student's writing and spelling abilities. The dictation program is aimed at writing mechanics and requires proper use of capital letters, punctuation and spelling.

The ESL teacher, Scott Pearlman, is a NYS certified, NYC licensed ESL professional. ESL classes are delivered in English, while alternate assessment bilingual paraprofessionals translate instruction in the students' native language.

Textbooks, workbooks, phonics books, grammar books from Azar, Santillana Intensive English, Language and vocabulary worksheets, Hello English, TPR, Impact listening, Interactive ESL Games, Think-Pair-Share and ESL materials and websites are used to improve the language of all ELL students in this program. Computer technology is integrated into the curriculum and students utilize high interest computer programs and web sites to stimulate interest, develop skills and work positively towards being proficient in the English language. Alternative assessment materials are made age appropriate and are adapted by teachers and aligned with New York State and common core learning standards. AGLIs, SMARTGOALS are also implemented to provide ELL students with meaningful and functional age appropriate instruction.

ELL students are evaluated in their native language via the Spanish LAB R, through the use of an alternative placement paraprofessional and the use of informal assessments in the students native language.

Currently there are no ELLs who are SIFE students. To support SIFE an intake process is in place to determine the needs of the student and information about former school placement outside the NYC system. Academic Intervention Services, tutoring, Positive Behavior Supports, and an environment that facilitates language production are available for these students.

A. Programming and Scheduling Information

In addition to the mandated number of minutes of instruction, newcomers are given care by the ESL teacher and the classroom paraprofessionals to fully integrate into the school environment and to be made aware of special programs, i.e. incentive programs for positive behavior. Students may participate in Title III with their parents, 5 students may receive extended ELL services past year 6.

Continuing ESL needs for newcomers are determined by the results of the yearly NYSESLAT.

ELLs receiving four to six years of service are given the mandated number of minutes of ESL instruction based on the NYSESLAT for each student. Additional support is given by coordinated efforts on the part of the ESL teacher and the classroom teacher.

Long-Term ELLs are also supported by the same coordinated efforts between the classroom teacher and the ESL teacher, along with more specific programs such as AIS and tutoring, all of which use scaffolding techniques.

All ESL students at P36K have special needs, whether for students who are emotionally disturbed, students who are delayed developmentally or students with cochlear implants. Each population is dealt with accordingly, with positive behavior plans for the emotionally disturbed, adapted materials for the developmentally delayed and technology/ special teaching techniques for the students with cochlear implants. ELLs in inclusion receive instruction in the least restrictive environment.

In response to the school's New York State citation, P36K provides ESL services to all ELL students as per their IEP as there is a fully certified ESL teacher employed at the site.

Courses Taught in Languages Other than English

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

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

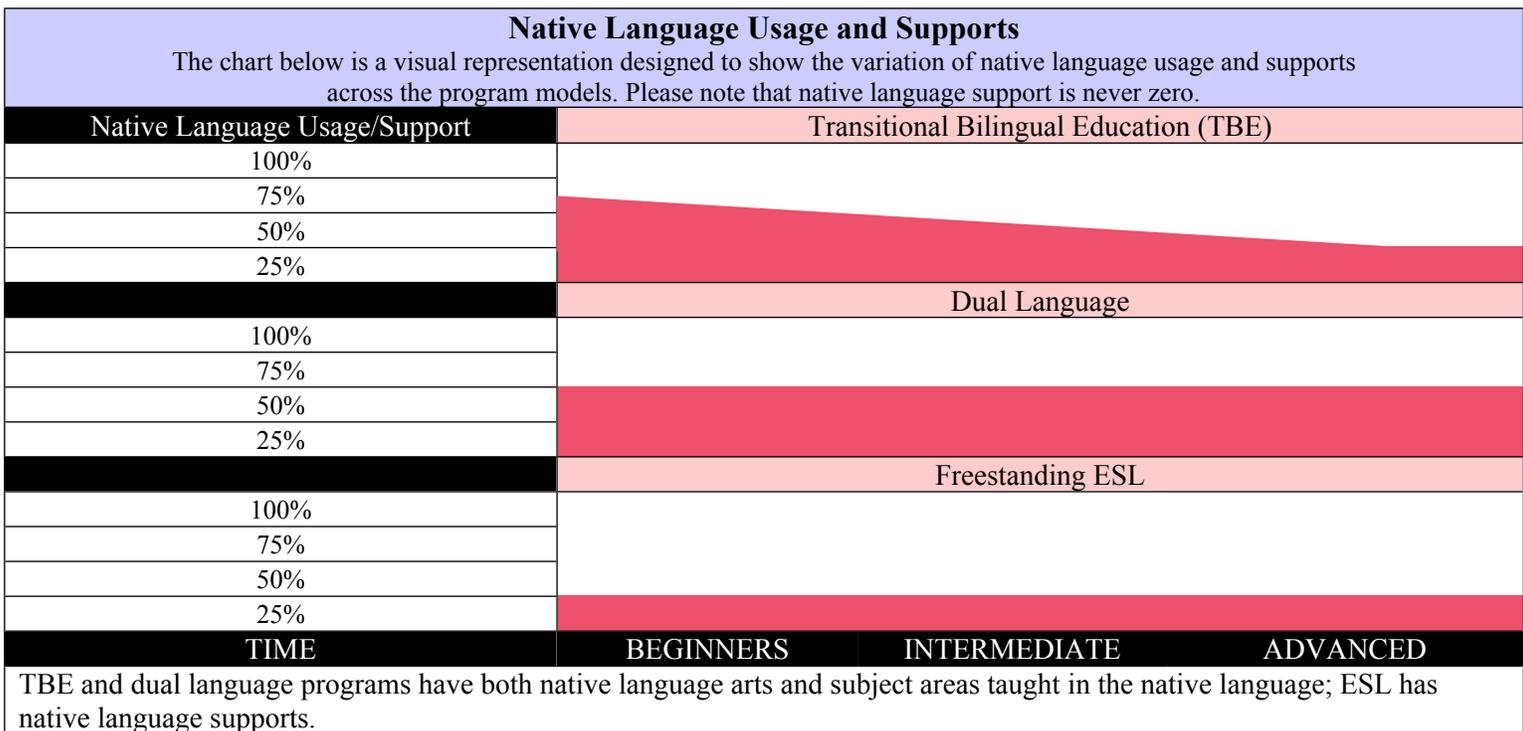
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



B. Programming and Scheduling Information--Continued

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

For all students, content area instruction is provided as follows: all subject areas are taught in English using ESL methodologies by Special Education teachers who have completed ESL training. ESL methodologies used include Cognitive Academic Language Learning Approach, Language Experience, the use of graphic organizers in addition to the literacy curriculum. The use of technology is incorporated in ESL and the content area instruction to give students additional instructional support. Multicultural materials, art and music are infused throughout all aspects of instruction as deemed appropriate. Classroom libraries include a variety of books on all levels appropriate to the learning levels of the students. Teachers collaboratively plan and implement activities to meet the needs of all students within PS 36K.

It is essential that all students have the opportunity for success. Alignment with the curriculum used throughout the school is essential when used with modification to focus on the needs of the individual learners. The ESL teacher frequently works with students within their classroom settings to observe and implement needed models of instruction that work best for the student. The ESL teacher is then able to better plan and implement lessons that focus on the needs and strengths of the student as outlined in individual IEPs and the school comprehensive education plan. The ESL teacher works closely with classroom and cluster teachers to ensure that all students meet their learning objectives and are prepared for statewide and city assessments. When necessary, ELLs who are literate in some English, but need some extra assistance, picture dictionaries and native language reading materials are provided on the level appropriate to the students. Practice is provided for our students throughout the year to familiarize them with the assessment formats and in the area of content. SCANTRON has provided every teacher with the opportunity to assess each student in the area of ELA and math. This highly effective tool, allows all teachers to prescribe a meaningful approach to meeting the curriculum needs on each grade level. The use of the SCANTRON checklist allows all teachers involved with the student to have knowledge of the needs and strengths of each student and build upon their knowledge, regardless of language needs.

Currently, we utilize the core curriculum as outlined by the Chancellor's office: Everyday Math (grades k-5) and Impact Math (grades 6-8). The curriculum outlined provides specific instruction on the students' functional level as outlined in the SCANTRON program. The checklist from SCANTRON provides each teacher with the strengths and weaknesses of each student and provides the basis for each student's Individualized Educational Plan. Teachers work in grade level meetings to ensure that all students, including, but not limited to ELLs are provided with small group instruction to ensure acquisition of needed skills. All students are made aware of academic goals and work towards meeting individual goals and checklist objectives.

As previously noted, all instruction is delivered in English, other than that provided by bilingual alternative assessment paraprofessionals.

Students with cochlear implants are taught with a phonics program, Sounds in Motion, which is beneficial for students with implants, as well as ELLs.

Transition Plan: Students who reach proficiency receive intermittent ESL services for two years. The ESL teacher is available for consultation for the teachers and parents (as well as the students themselves) of students who have reached proficiency level of English.

All ELLs have equal access to all school programs, including a before-school sports program. Due to the distances students travel, there are no after-school programs.

Required services and resources correspond to ELLs ages and grade levels with materials being adapted by classroom teachers, cluster teachers and the ESL teacher.

Although there is no Jump Start program programs, the buddy system and bilingual paraprofessionals assist newly enrolled ELL students at the beginning of the year.

There are no language electives offered, other than Spanish lessons offered by the ESL teacher as part of an incentive program where students earn points based on good behavior; these points then entitle the students to receive Spanish lessons.

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

D. Professional Development and Support for School Staff

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

During the 2011-2012 school year, P36K's Professional Development program will include, but not be limited to, training for teachers and paraprofessionals in curriculum (Impact Math, Balanced Literacy, Everyday Math, and the Units of Students as set forth by the district and the Professional Teaching Standards) and the impact upon ELL students; NYS standards; Cultural Diversity; Using the thematic approach to promote literacy; Hands-On science and math; using SCANTRON checklists/reports to develop essential lessons and activities that meet the needs of our students; and ESL methodologies in the special education classroom. Throughout the year staff will attend appropriate professional development activities sponsored by District 75 and the DOE. Professional Development for staff will be provided on 11/1/2011, 11/22/2011/ 12/13/2011, 1/10/2012, 2/21/2012, 3/20/2012, 4/24/2012 and 5/8/2012.

Students who reach proficiency will receive intermittent ESL services for two years. All students, including ELLs, at P36K are prepared to transition to high school or to regular education schools. The ESL teacher is in contact with all school personnel and assists as necessary as students leave the ESL program and the school.

Jose P. training will be available in November and in June.

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?

During the year, parents of ELL students receive information provided by the DOE, and information from the office of Bilingual Supports. This information includes the NYS learning standards, the curriculum, expectations of our students and a description of the bilingual and ESL programs. In addition, the related service providers, the ESL teacher and identified translators are available to address any concerns the parents may have on an as-needed basis. P36K includes workshops during PTA meetings that address and relate to standards-based instruction, the curriculum and topics of interest to the parents when necessary. Translators are available during the workshops and PTA meetings on an as-needed basis. The Parent Coordinator offers parents workshops that meet the needs of each individual and groups of parents. These services may range in topic such as: finding services for students, positive behavior supports, suggestions for recreational activities available in the community, outside agencies available to provide supports in the native language of a particular family and assistance being provided by the Parent Coordinator and school.

We currently do not have a partnership with community Based Organizations to provide workshops or services to ELL parents, but anticipate future partnerships among P36K and such organizations.

P36K is part of a collaborative project with a community school involving 7th and 8th graders who come into the building and serve as reading buddies and mentors to some of our students. This program will allow our students to communicate, interact and learn in both their native language and in English.

Parents are given questionnaires to poll their concerns and needs. Programs are determined based on these needs. Additionally the parent coordinator is available at all times to provide support for parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1			3
4		2			2
5	5				5
6	1				1
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	2		1		1				4
4									0
5	4								4
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				

New York State Regents Exam

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

Native Language Tests

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

Currently we utilize ECLAS and EPAL for all early literacy students. If necessary, we provide translation to these students, however, we have found that for most of our students, the underlying difficulty in literacy skills is reading, writing and comprehension, not always the language. All materials when necessary or offered in the students' native language.

The data patterns indicate that there is a preponderance of ESL students at beginning levels at all grades as indicated on the LAB-R and NYSESLAT, with more students at the beginning levels in reading and writing. Accordingly, more emphasis will be placed on reading and writing activities in the coming year.

ELL test results are available to classroom teachers who modify instruction based on these results in ELA programs. The ELA goals are modified to meet the needs of ELLs.

Program success is determined by NYSESLAT, Scantron and standardized test results. Results are examined on a student-by-student basis.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P036K		School DBN: 75k036	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Johanna Schneider	Principal		12/13/11
Lori Heffez	Assistant Principal		12/13/11
Lenore Renfroe	Parent Coordinator		12/13/11
Scott Pearlman	ESL Teacher		12/13/11
Sharon Stoves	Parent		
Ms. Torrabla	Teacher/Subject Area		12/13/11
Joan Menke/ Classroom Teacher	Teacher/Subject Area		12/13/11
	Coach		
	Coach		
David Myers	Guidance Counselor		12/13/11

School Name: P036K

School DBN: 75k036

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adrienne Edelstein	Network Leader		12/13/11
Regina Shchukin	Other <u>ELL Coordinator</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: P36k School Name: P36K/Nathaniel Greene School

Cluster: _____ Network: Adrienne Edelstein

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

Part A: Needs Assessment Findings

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

When new students enter the school, a new admission packet is filled out by the parent/guardian and intake meeting takes place during which time staff (that may include, but not be limited to: social worker, guidance counselor, psychologist, parent coordinator, family worker, teacher, assistant principal) meets with the family to gather needed information. Translation and oral interpretation needs are then noted. If needed, a Home Language Identification Survey is completed (assistance provided when necessary). The counselor, or parent coordinator keeps track of parents/guardians and families who require translation and oral interpretation services to ensure that those needed services are available during meetings, conferences and special events. All stakeholders who have contact with this child know the language interpretation needs of the family. Centrally produced documents will be kept on hand for parents who require these documents in their native language and student specific documents will be translated as needed by school staff. This information is recorded and maintained by the school (we record this information in ATS reports, emergency cards and keep the ELL Home Language Identification Survey in their personal files).

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.

During the intake process of our students, the counselor for the student meets with the family member present and needed services are documented. Data is collected and then shared at the weekly cabinet meetings. Documentation is kept on file of all families in need of translation services in the native language. During weekly teacher meetings, pertinent information is shared with teachers, related service providers and other stakeholders who have contact with the child to ensure for open communication among all school members and the family.

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.

When a parent/guardian is identified as needing written translation services, we will utilize school staff to provide these services. Centrally produced documents (standards conduct and discipline plan, etc.) Will be kept on hand for parents/guardians in need and provided when needed. For other student specific documents, we will utilize school staff to provide written translation in a timely manner. When a parent requires a document, we will ensure that the staff member is provided with adequate time to complete the written translation so that the parent/guardian will receive the needed documentation in a timely fashion. If other documents are needed and cannot be provided by the school, we will contact the Translation and Interpretation Unit of the DOE. The school makes sure that parents whose language is other than English are provided with a translated Bill of Rights and interpretation notice signs as well as safety plan procedures, which are placed on the entrance doors explaining where these notices can be located.

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.

Our school provides parent/guardian is identified as needing oral translation services, we will utilize school staff to provide these services. If at any time, we cannot provided oral interpretation services needed, we will contact the Translation and Interpretation Unit of the DOE. Our school provides oral interpretation services in a one on one setting. These services are extended to our parents including: 25 Spanish parents, 1 Chinese parent, 1 Russian parent, 2 Haitian parents, 1 French parent, and 1 Polish speaking parent.

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>.

At the start of each school year, we will ensure that we have the Bill of Rights and Responsibilities available to parents in their native language and distributed to all parents at the beginning of the school year and then given or sent to new students as they enter the school. If needed, appropriate signage will be requested thorough the Translation and Interpretation Unit of the DOE. Our school provides a translated Bill of Rights and interpretation notice signs as well as safety plan procedures, which are placed on the entrance doors explaining where these notices can be located.