



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** 53K

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75K053

**PRINCIPAL:** HEATHER LEYKAM

**EMAIL:** HLEYKAM@SCHOOLS.NYC.GOV

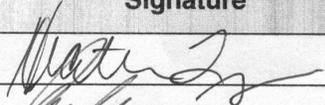
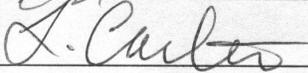
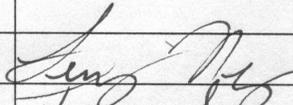
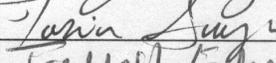
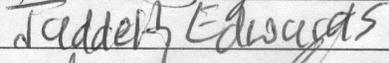
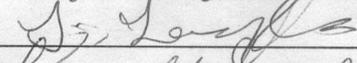
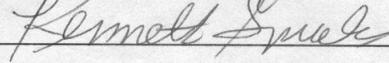
**SUPERINTENDENT:** GARY HECHT

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Katherine Leykam	*Principal or Designee	
Pierre Labissiere	*UFT Chapter Leader or Designee	
Tameka Carter	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
LENNY NEGRON	Member/ PARENT	
Tania SUAREZ	Member/ PARENT	
Jadeth Edwards	Member/ Parent	
Joan Joseph	Member/ Parent	
Kenneth Smalls	Member/ PARENT	
	Member/	
	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.



## **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.

By June 2013, students will improve literacy proficiency evidenced by a 20 point increase over baseline for students in alternate assessment programs as measured on the appropriate formative assessment and by a 5% increase in the numbers of standardized assessment students achieving a level 2 on the NYS ELA exam.

### **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.
  - During the 2011-12 school year, 14.6% of students scored Level 3 and 4, 29.2% scored Level 2, and 56.2% scored Level 1 on standardized New York State ELA exams.
  - During the 2011-12 school year, SANDI assessments showed that students participating in alternate assessment programs achieved the following scores on the following sub-tests:
    - Reading: average score 133 out of a possible score of 436.
    - Writing: average score 59 out of a possible score of 276
    - Communication Development: average score 38 out of a possible score of 324

### **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,
    - a. Students and student subgroups will be identified through SANDI and Scantron Performance Series assessments, as well as based on previous year's state test results. SANDI & Scantron completed in October will be used as a baseline to create specific school wide goals in ELA. As a result action plans will be developed to support these goals, with mid-year Benchmark assessments completed by March and end-of-year assessments completed by June. The data provided by these assessments will initiate the following:
      - Determine annual professional development needs
      - Drive unit plan outcomes that are connected to Common Core Learning Standards with unit benchmarks
      - Create annual individual goals for students
      - Drive differentiation in daily lesson planning
    - b. Teachers will create Student Benchmark Binders that will evidence the individual instructional needs of the students and measure students' progress toward identified goals in February and June.
    - c. Teachers will meet twice per week as cohorts to support progress towards instructional goals and participate in inquiry activities.
  - b) staff and other resources used to implement these strategies/activities
    - a. Cohort Teams for inquiry-based discussion
    - b. Instructional Leads, two lead teachers who participate in School Team Achievement Institutes
    - c. Professional development opportunities will be provided as follows:

- i. Unit Planning: ongoing at Cohort Meetings
  - ii. Universal Design for Learning: ongoing at Cohort Meetings
  - iii. Conducting SANDI Assessments: October and May
  - iv. Formative Assessment of Standards Tasks (FAST) Pilot: December
  - v. Teacher participation in differentiated PD based on teacher needs assessment
  - vi. Understanding and Implementing the Common Core Learning Standards and Citywide Instructional Expectations: September and November 2012
- d. Strategic support from District 75 Coaches, including Autism Coach, Alternate Assessment Coach, and Technology Coach
  - e. Leadership Academy Coaching
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- i. Cohort/inquiry teams will meet on a bimonthly basis. Teams will consist of classroom teachers, cluster teachers, and related service providers when appropriate. They will document their sessions and create actions plans with measurable goals for next steps at each meeting. Inquiry teams will utilize the dropbox to enhance collaboration efforts and share their results and effective strategies across all sites. Cohort/inquiry teams will look at student work, discussing next steps and instructional strategies, and develop shared rubrics for assessment.
  - ii. Working in cohort teams, teachers will develop unit plans that are connected to the Common Core Learning Standards and support the Citywide Instructional Expectations as well as student mastery of targeted IEP skills using a UDL Framework.
  - iii. Teachers will participate in common planning time to review and assess student data in order to make instructional decisions and develop next steps.
- d) timeline for implementation
- a. **September:** Professional Development, Cohort Meetings
  - b. **October:** SANDI training, SANDI baseline complete, Predictive Testing, Scantron Testing, ECLAS
  - c. **November:** Acuity baseline complete, Unit Benchmark assessments, Unit culminating activities, New York State Alternate Assessment (NYSAA)
  - d. **December:** Unit Benchmark assessments, Unit culminating activities, Formative Assessment of Standards Tasks (FAST – pilot)
  - e. **January:** Acuity benchmark complete, Unit Benchmark assessments, ECLAS, NYSAA Collegial Review
  - f. **February:** Unit Benchmark assessments, Unit culminating activities, FAST pilot, NYSAA
  - g. **March:** Benchmark assessments complete, Predictive Testing, Scantron Testing, Unit culminating activities, Multimedia Fair
  - h. **April:** New York State ELA and math assessments,
  - i. **May:** Benchmark assessments complete, SANDI, Unit culminating activity
  - j. **June:** ECLAS, EPAL

### Strategies to increase parental involvement

Schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

P53K will increase parental involvement through the following strategies:

- Monthly Parent Association Meetings (PA)

- Annual Individual Education Program meetings during which parents are informed about educational programs in the school
- Annual Transition Fair
- Information sessions with guest speakers from community organizations
- Book Fair
- Pilot: Teacher development of class websites that include student achievement, upcoming classroom activities, specific strategies to turn-key at home, and suggested family outings

**Budget and resources alignment**

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

If other is selected describe here:

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Tax Levy:
  - Unique Curriculum
  - SANDI assessment
- Title III
  - After school program for ELL students, staffing and materials
- NYSTL
  - Functional Libraries
  - Textbooks
- ARRA RTTT
  - Per session for professional development related to Citywide Instructional Expectations and Common Core Learning Standards
- Reso-A
  - Classroom computers and Smartboards

## **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 2013, students will improve math proficiency evidenced by a 10 point increase over baseline for students in alternate assessment programs as measured on the appropriate formative assessment and by a 5% increase in the numbers of standardized assessment students achieving a level 2 on the NYS Math exam.

### **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.
  - During the 2011-12 school year, 31.3% of students scored Level 3 or 4 on state standardized assessments, 27% scored at Level 2, and 42% scored Level 1 on standardized New York State math exams.
  - During the 2011-12 school year, SANDI assessments showed that students participating in alternate assessment programs achieved the following scores on the following sub-tests:
    - Math: average score 88 out of a possible score of 396.

### **Instructional strategies/activities**

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- b) strategies/activities that encompass the needs of identified student subgroups,
  - a. Students and student subgroups will be identified through SANDI and Scantron Performance Series assessments, as well as based on previous year's state test results. SANDI & Scantron completed in October will be used as a baseline to create specific school wide goals in math. As a result action plans will be developed to support these goals, with mid-year Benchmark assessments completed by March and end-of-year assessments completed by June. The data provided by these assessments will initiate the following:
- c) Determine annual professional development needs
- d) Drive unit plan outcomes that are connected to Common Core Learning Standards with unit benchmarks
- e) Create annual individual goals for students
- f) Drive differentiation in daily lesson planning
  - a. Teachers will create Student Benchmark Binders that will evidence the individual instructional needs of the students and measure students' progress toward identified goals in February and June.
  - b. Teachers meet twice per week as cohorts to support progress towards instructional goals and participate in inquiry activities.
  - c. Teachers will implement the Equals math curriculum in selected classrooms, based on student need.
- g) staff and other resources used to implement these strategies/activities
  - a. Cohort Teams for inquiry-based discussion
  - b. Instructional Leads, two lead teachers who participate in School Team Achievement Institutes
  - c. Professional development opportunities will be provided as follows:
    - i. Unit Planning: ongoing at Cohort Meetings
    - ii. Universal Design for Learning: ongoing at Cohort Meetings

- iii. Conducting SANDI Assessments: October and May
- iv. Formative Assessment of Standards Tasks (FAST) Pilot: December
- v. Teacher participation in differentiated PD based on teacher needs assessment
- vi. Understanding and Implementing the Common Core Learning Standards and Citywide Instructional Expectations: September and November 2012
- vii. Equals Trainings: November and December 2012
- d. Strategic support from District 75 Coaches, including Autism Coach, Alternate Assessment Coach, and Technology Coach
- e. Leadership Academy Coaching
- h) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - i. Cohort/inquiry teams will meet on a bimonthly basis. Teams will consist of classroom teachers, cluster teachers, and related service providers when appropriate. They will document their sessions and create actions plans with measureable goals for next steps at each meeting. Inquiry teams will utilize the P53K dropbox to enhance collaboration efforts and share their results and effective strategies across all sites. Cohort/inquiry teams will look at student work, discussing next steps and instructional strategies, and develop shared rubrics for assessment.
  - ii. Teachers will develop unit plans that are connected to the Common Core Learning Standards and support the Citywide Instructional Expectations as well as student mastery of targeted IEP skills.
  - iii. Teachers will participate in common planning time to review and assess data in order to make instructional decisions and develop next steps
- i) timeline for implementation
  - a. **September:** Professional Development, Cohort Meetings
  - b. **October:** SANDI training, SANDI baseline complete, Predictive Testing, Scantron Testing, ECLAS
  - c. **November:** Acuity baseline complete, Unit Benchmark assessments, Unit culminating activities
  - d. **December:** Unit Benchmark assessments, Unit culminating activities, Formative Assessment of Standards Tasks (FAST – pilot)
  - e. **January:** Acuity benchmark complete, Unit Benchmark assessments, ECLAS
  - f. **February:** Unit Benchmark assessments, Unit culminating activities, FAST pilot,
  - g. **March:** Benchmark assessments complete, Predictive Testing, Unit culminating activities, Multimedia
  - h. **April:** New York State ELA and math assessments,
  - i. **May:** Benchmark assessments complete,
  - j. **June:** ECLAS, EPAL

### Strategies to increase parental involvement

Schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

P53K will increase parental involvement through the following strategies:

- Monthly Parent Association Meetings (PA)
- Annual Individual Education Program meetings during which parents are informed about educational programs in the school
- Annual Transition Fair

- Information sessions with guest speakers from community organizations
- Pilot: Teacher development of class websites that include student achievement, upcoming classroom activities, specific strategies to turn-key at home, and suggested family outings

**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.  
  x   Tax Levy           Title I           Title IIA      x   Title III      x   Grants           Other

If other is selected describe here:

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Tax Levy:
  - Equals Math curriculum
  - Math in Focus
  - SANDI assessment
- Title III
  - After school program for ELL students, staffing and materials
- NYSTL
  - Textbooks
- ARRA RTTT
  - Per session for professional development related to Citywide Instructional Expectations and Common Core Learning Standards
- Reso-A
  - Classroom computers and Smartboards

**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 2013, there will be improved teacher use of targeted instructional strategies aligned to the student IEP's as evidenced by increased student engagement measured by low-inference observations and implementation of teacher designed individualized PD plans.

**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.

Studies have shown that frequent, thoughtful feedback strengthens teacher performance, as evidenced by student achievement, and that improvement in teacher performance is lasting. Therefore, 53K analyzed the following sources of data to determine areas of need for teacher growth, as well as measures of current student performance.

**Areas of Need for Teacher Growth:**

- Teacher goals expressed a desire to have a deeper understanding of the Danielson rubric, and mention specific competencies such as designing coherent instruction, using questioning and discussion techniques and using assessment.
- 2011-12 TEP data analyzed by administration showed that more than 50% of our teachers were rating as developing in the areas of questioning and discussion techniques and using assessment.
- According to our Learning Environment Survey, parents expressed a need to be informed with materials and training to help improve their students' achievement due to the shift in instructional expectations through the Common Core Learning Standards.

**Current Student Performance:**

- During the 2011-12 school year, 14.6% of students scored Level 3 and 4, 29.2% scored Level 2, and 56.2% scored Level 1.
- During the 2011-12 school year, SANDI assessments showed that students participating in alternate assessment programs achieved the following scores on the following sub-tests:
  - Reading: average score 133 out of a possible score of 436.
  - Writing: average score 59 out of a possible score of 276
  - Communication Development: average score 38 out of a possible score of 324
- During the 2011-12 school year, 31.3% of students scored Level 3 or 4 on state standardized assessments, 27% scored at Level 2, and 42% scored Level 1. This reflects an 8% increase in the number of students scoring Level 2 and higher, as compared to the 2010-11 school year.
- During the 2011-12 school year, SANDI assessments showed that students participating in alternate assessment programs achieved the following scores on the following sub-tests:
  - Math: average score 88 out of a possible score of 396.

**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,
    - Teachers will participate in professional development opportunities to deepen their understanding of the Danielson rubric
    - Teachers will access ARIS learn for suggested PD related to their needs as related to their frequent observations
    - Administrators will conduct 4 partial period observations per year, providing feedback using identified rubric
    - Administrators will conduct 2 full period observations per year, providing feedback using identified rubric
  - b) staff and other resources used to implement these strategies/activities,
    - Teacher Effectiveness coach will provide support to administrators on effective implementation of the Teacher Effectiveness rubric
    - Administrators will participate in Teacher Effectiveness professional development sessions and conduct partial and full period observations
    - Cohorts and teacher teams will deepen their understanding of the rubric and use their analysis of student work to drive instruction
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - Teachers and administrators will analyze each competency as a team for feedback and next steps to improve practice
    - Administrators will conduct follow up following partial and full period observations to provide teachers with timely, substantive feedback.
  - d) timeline for implementation.
    - September 2012: Professional development for administrators and teachers on Teacher Effectiveness
    - November 2012: Round 1 partial period observations complete
    - December 2012: Round 2 partial period observations complete
    - February 2013: Full period observation complete, Mid-year conversations complete
    - March 2013: Round 3 partial period observations complete
    - April 2013: Round 4 partial period observations complete
    - June 2013: Full period observation complete, end-of-year conversations complete

**Strategies to increase parental involvement**

P53K will increase parental involvement through the following strategies:

- Monthly Parent Association Meetings (PA)
- Annual Individual Education Program meetings during which parents are informed about educational programs in the school
- Annual Transition Fair
- Information sessions with guest speakers from community organizations
- Pilot: Teacher development of class websites that include student achievement, upcoming classroom activities, specific strategies to turn-key at home, and suggested family outings

### Budget and resources alignment

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

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

  x   Tax Levy          Title I          Title IIA          Title III     x   Grants          Other

If other is selected describe here:

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Tax Levy:
  - Unique Curriculum
  - SANDI assessment
- NYSTL
  - Functional Libraries
  - Equals math curriculum
  - Textbooks
- ARRA RTTT
  - Per session for professional development related to Citywide Instructional Expectations and Common Core Learning Standards
- Reso-A
  - Classroom computers and Smartboards

**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:	<ul style="list-style-type: none"> <li>• Apple Laptop Carts</li> <li>• Applied Behavior Analysis (ABA)</li> <li>• Brainpop</li> <li>• Caught Reading</li> <li>• Emergent Literacy Books</li> <li>• Functional Libraries</li> <li>• Foundations</li> <li>• Give Me 20</li> <li>• iPad</li> <li>• Meville to Weville</li> <li>• Picture Exchange Communication System (PECS)</li> <li>• Quick Reads</li> <li>• Ramp Up</li> <li>• Smartboard</li> <li>• Structured Methods in Language Education (SMILE)</li> <li>• Treatment and</li> </ul>	Small group & one to one instruction.	Throughout the school day.

	<p>Education of Autistic Children with Communication Handicaps (TEACCH)</p> <ul style="list-style-type: none"> <li>• Unique</li> </ul>		
Mathematics:	<ul style="list-style-type: none"> <li>• Achieve It</li> <li>• Apple Laptop Carts</li> <li>• Brainpop</li> <li>• Buckle Down</li> <li>• EQUALS</li> <li>• Math in Focus</li> <li>• Focus</li> <li>• Great Leaps</li> <li>• iPad</li> <li>• Smartboard</li> </ul>	Small group & one to one instruction.	Throughout the school day.
Science:	<ul style="list-style-type: none"> <li>• Apple Laptop Carts</li> <li>• Brainpop</li> <li>• iOpeners</li> <li>• iPad</li> <li>• Science Magazines</li> <li>• Smartboard</li> <li>• Unique</li> </ul>	Small group & one to one instruction.	Throughout the school day.
Social Studies:	<ul style="list-style-type: none"> <li>• Apple Laptop Carts</li> <li>• Brainpop</li> <li>• Current Event Magazines</li> <li>• iOpeners</li> <li>• iPad</li> <li>• Life Skills/ Adaptive</li> </ul>	Small group & one to one instruction.	Throughout the school day.

	Living Skills (ADL) <ul style="list-style-type: none"> <li>• Meville to Weville</li> <li>• Newspapers</li> <li>• Smartboard</li> <li>• Starboard</li> <li>• Travel Training</li> <li>• Unique</li> </ul>		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

**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.

P53K will seek out highly qualified licensed professionals that are interested in working in our unique environment. Strengths should include, but no be limited to strong collaboration skills and a desire to analyze data to improve instruction.

- P53K will be participating in the Teacher Effectiveness Pilot. Teacher Effectiveness asks that administration conduct more frequent observations, both formal and informal with timely feedback for next steps to improve instruction.
- Administration will attend hiring halls seeking highly qualified candidates.
- Administration will support the Teaching Fellows student teachers in our summer program.



**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 <b>Ketler Louissaint/Gary Hecht</b>	District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>053</b>
School Name <b>P53K</b>			

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

Principal <b>Heather Leykam</b>	Assistant Principal <b>Elisabeth Kracher</b>
Coach	Coach
ESL Teacher <b>Kathy Goetemann/ELL Coordinato</b>	Guidance Counselor
Teacher/Subject Area <b>Yihong Guo/Literacy</b>	Parent
Teacher/Subject Area <b>Angel Lopez/Transition Teacher</b>	Parent Coordinator <b>In the process of hiring</b>
Related Service Provider	Other <b>Diana Castillo/Unit Coordinato</b>
Network Leader	Other

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>367</b>	Total Number of ELLs	<b>73</b>	ELLs as share of total student population (%)	<b>19.89%</b>
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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. 

P53K has established an instructional program that addresses the academic, language, and physical needs of English Language Learners (ELLs) with disabilities in grades K – 12. There are 367 students, of which seventy three (73) are English Language Learners. The ELLs make up about 20% of the total student population.

Students receive ESL instruction either in a push-in or pull-out model from one of the two certified English as a Second Language (ESL) teachers, Kathy Goetemann or Daniel Rodriguez. There is one special education teacher with a bilingual extension. His name is Angel Lopez. Students whose IEP recommends bilingual services but for whom no bilingual class is available receive support in their native language from an alternate placement paraprofessional in accordance with CR Part 154 mandates at the same time that they receive ESL from a licensed ESL teacher. Instruction is driven by the (CCLS)Common Core Learning Standards and New York State Standards and Alternate Grade Level Indicators (AGLIs) for students in alternate assessment. The NYSESLAT is administered every year to all students regardless of their disability.

Students who are first attending a New York City school are designated as English Language Learners according to the HLIS(home language identification survey) and results of the LAB-R test. The LAB-R is administered by one of our aforementioned trained ESL teachers within ten (10) days of student's enrollment date. It is hand scored than sent to the ISC. If the student is Spanish the Spanish LAB is administered if student was unsuccessful on the English LAB-R. Most of our special needs alternate assessment students have difficulty completing standardized tests therefore an attempt is made to administer the LAB-R, however if the student is unable to respond due to her or his disability than it is up to the CSE team to determine eligibility of ESL or bilingual services based on the initial interview and home language survey, both of which are administered in the native language if needed. If the home language survey indicates the student's dominant language is one other than English and the student is not able to take the LAB-R than that student is placed in a bilingual or ESL program. The decision to place the student in ESL or in a bilingual program is determined at the CSE level and is dependent upon the level of fluency in English as per the LAB-R. If a student is non-verbal the CSE relies on the parent interview to determine how much English the student is exposed to at home and are placed accordingly. The IEP and SESIS are consulted to determine eligibility and placement of those students who are list noticed from another NYC public school. The English Language Learners (ELLs)in the bilingual program have an alternate placement paraprofessional to assist them with English language acquisition and native language support. Program choice and program offerings are discussed at the CSE conference. Parents often are accommodated by a translator but if there is a need for a translator a school staff member will provide translation of if need be the DOE translation unit will be contacted. NYC DOE offers ELLs TBE, Dual Language, and Freestanding ESL, however, based on current CSE recommendations, P53K is only able to provided Freestanding ESL at the present time. There is no bilingual class presently as there are not enough students who speak the same language and have the same IEP designation to form one. Data is reviewed periodically to determine the need to open a bilingual class.

The following staff members, all of which hold a valid NYC teaching license, support the ESL teachers in the intake process:

Sulma Alvarado(Spanish), Eugene Coco, and/or Unit Coordinators: Diana Castillo (Spanish), Sarah Mejia (Spanish), Denise Pilewski, Pam Clayton, Vicky Lyons. Translation services are always available if needed. The HLIS is completed with the help of the ESL teachers if she or he is available or one of the persons listed above.

The New York State English as a Second Language Achievement Test is given annually to all ELLs regardless of disability or proficiency level by the ESL teachers Kathy Goetemann and Danny Rodriguez. Eligibility is determined by consulting ATS reports: RLAT, RLER- LAT/LAB, RNMR, and RMSR and consulting with the ESL teachers to determine that all students who are currently receiving services and those eligible students are tested. All components of the NYSESLAT test including, speaking, reading, writing and listening are administered. Assurance that all eligible students complete each section is closely monitored and checked. Students complete each section of the test on a different day to ensure that students are given enough time. If a student is absent during one section of the test then every effort is made to provide a make-up session. The test assists the ESL teachers in identifying the progress and proficiency levels of all ELLs and determining if changes need to be made in their program or placement.

Parent outreach to parents of ELLs is provided by the parent coordinator (we are in the process of hiring a new coordinator), Michele Ragin the family worker, Kathy Goetemann and Daniel Rodriguez, the ESL teachers and Mr. Angel Lopez, the transition teacher, who also provides oral and written translation services. A parent orientation meeting is conducted at the beginning of each school year by the parent coordinator and includes pertinent information regarding English Language Learners. The ESL teacher(s) attends the orientation meeting and explains specifics of the ESL program including instructional goals, assessments and the Title III after school program. All material is disseminated in the parents' native language through a staff member or through the Department of Education Translation Unit at least ten days prior to an IEP meeting or other school event or conference. We have staff available to translate in the following languages: Chinese, Arabic, Spanish, Haitian Creole, French, Urdu, and Russian. Parents are informed of the three programs offered through the New York Board of Education as well as what program the school is currently able to offer.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	--

#### 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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In														0
<b>Total</b>	<b>0</b>													

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

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	73
SIFE	8	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	20

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL		6	31		1	15		1	19	0
<b>Total</b>	<b>0</b>	<b>6</b>	<b>31</b>	<b>0</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>19</b>	<b>0</b>

Number of ELLs in a TBE program who are in alternate placement: 31

**C. Home Language Breakdown and ELL Programs**

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

**Dual Language (ELLs/EPs)  
K-8**

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

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

**Dual Language (ELLs/EPs)  
9-12**

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		2		1	5	3	4	4	5	3	8	13	49
Chinese		1	1				2	2			1	2		9
Russian			1				1	1	1					4
Bengali														0
Urdu								1		1				2
Arabic	1						1							2
Haitian							1			1	1	1	1	5
French														0

## 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
Korean														0
Punjabi														0
Polish							1							1
Albanian														0
Other							1							1
<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>10</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>11</b>	<b>14</b>	<b>73</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

All ELLs in the alternate placement program and those designated as ESL receive the required weekly minutes of ESL from a certified ESL teacher in either a push-in or pull-out model as per CR Part 154. Beginning level high school students receive 540 minutes a week and intermediate high school level students receive 360 minutes a week. Elementary and middle school students receive 360 minutes for students at the beginning and intermediate levels of proficiency. Students at the advanced level of proficiency receive the required 1 unit of ELA and ESL. Instruction follows the New York State ESL Standards, Common Core Standards and Alternate Grade Level Indicators (AGLIs). ELL students are designated 12:1:1, 12:1:4, or 6:1:1 according to the IEP recommendations. Students with similar language needs and same IEP designation are placed in the same class. The proficiency levels are mixed within the classes. Students are pulled out of their class for the ESL session or the ESL teacher pushes in and delivers instruction in collaboration with the classroom teacher. The pull out ESL groups are grouped according to academic and proficiency level. The groups are ungraded however the students must be within three grade levels of one another. The languages of the groups are mixed. When a group of ESL students are clustered within one class the ESL teacher pushes in. These groups are more heterogeneous with a mix of proficiency levels and languages.

## A. Programming and Scheduling Information

In the ESL program content area instruction is adapted to make content comprehensible to non-verbal alternate assessment special needs students in our 6:1:1 and 12:1:4 groups by utilizing augmentative communication devices and various types of multisensory materials including: Mayor Johnson picture symbols, the bookworm device and adapted books. ESL teachers use a combination of strategies to deliver instruction to these non-verbal students. TPR (Total Physical Response) is especially effective for this group of students; (students are asked to pass the ball to another student, pick up the pencil, walk to the door, etc). Music, chants, and dance are all especially engaging for these students. All content areas are covered in the ESL program and using dance to demonstrate the different types of weather or singing a song like the number rock or learning shapes serve as excellent tools to teach math, science as well as reading skills.

Strategies used to deliver instruction to higher functioning 12:1:1 students include Cognitive Academic Language Learning Approach (CALLA), the Language Experience Approach (LEA) and scaffolding (i.e. graphic organizers, word banks, and story maps). For example a social studies lesson would be introduced by activating students' prior knowledge on the topic by completion of a "KWL" chart, then students preview the text and notice photos as well as captions, then students scan the text to identify the main ideas such as people and dates in history. Next, students would identify the new words in the text and use context clues to try to infer the meaning. Then students take notes on a semantic map or T list to recall material read. All these scaffolds serve to assist ESL students in comprehending content area text. Phonics, cooperative learning, and balanced literacy are also incorporated into ESL instruction for these 12:1:1 students.

Instruction is differentiated to accommodate the different learning styles (visual, kinesthetic, and auditory), age and proficiency levels in all groups. A leveled library that contains many multicultural and Spanish books with many visuals enhance the ESL program. Hands on manipulatives and realia are used in content area lessons to increase student engagement and augment ESL lessons for all students. Tactile and sensory objects as well as games, reading rods, theme boxes, science kits, computers and smartboard are also used. Photos, posters and magazines provide visual stimulation and aid comprehension.

All instruction is delivered in English with native language support provided by an alternate placement paraprofessional. The ESL teachers provide added support and scaffolding to the content area instruction and thematic units that are occurring in the classroom. The ESL standards of speaking, listening, reading and writing in English and CCLS(Common Core Learning Standards)are all addressed through content area instruction. Native language support is provided in the ESL program by peer tutors. Students within the ESL group work cooperatively. A more proficient student may be teamed with one who is less proficient to provide added English and native language support. All content area classes are taught in English.

Cooperative learning, thematic instruction, multisensory and multimedia materials also enhance the ESL program. The Arts are incorporated throughout the content areas. ELLs are involved in all school projects like our annual multimedia fair and talent show. Theme related activities combine content area instruction with literacy, technology, and oral-visual self-expression. This supports and addresses English language acquisition through speaking, listening, reading, and writing.

Students receive speech, occupational therapy and physical therapy in their native language when possible. The Spanish LAB R is administered to all newly enrolled Spanish speaking students who do not pass the English LAB R to determine Spanish proficiency.

We provide the following interventions for SIFE students along with mandated ESL services: peer tutoring, AIS services either before or after school, a strong parent school connection and a culturally rich school environment. Reading recovery, Open Court, and the Wright Skills Phonics and Reading Program are used to increase decoding and comprehension skills.

Services that are available to newcomers include tutoring buddies and the development of initial literacy in native language that utilizes consistent ESL interventions and strategies. To make newcomers feel supported and comfortable, lessons related to their native culture are taught. Topics include the following: literature, food, music and customs of the various countries represented in the school.

Students who need to take the ELA after one year in the program will receive additional support in English and in test taking skill strategies either during the day or after school. Reading Recovery techniques will be used and adapted to allow for increased opportunities in the acquisition of English. Material presented will be at the grade level that the student will be tested in.

## A. Programming and Scheduling Information

ELLs who are receiving 4-6 years of service continue to get the mandated amount of minutes of ESL with an alternate placement paraprofessional. Students are taught thematically and lessons complement the classroom content instruction. Math, science, social studies and literature are all used to access the ESL State Standards of speaking, listening, reading and writing in English. These subjects are taught through thematic units and content is contextualized to make it easily accessible to the ELL student by creating units that relate to their life experiences. Lessons are differentiated and students are placed with peers close to their age or grade level. Vocabulary, phonics, comprehension and writing skills are emphasized and students are assessed weekly on content and vocabulary learned. Books and materials are adapted to meet the needs of special needs students. The use of communication boards and devices are also available for these students. Computer software is used to supplement content learning. Games and science experiments are utilized to provide hands-on learning for kinesthetic learners. Music, poems and chants are engaging ways to teach phonics, math, social studies and science. They are also used to provide enrichment for the kinesthetic and auditory ELL learners.

Long term ELLs continue in the program until they pass the NYSESLAT. These students will continue to receive additional ESL support for a year to allow for a smooth transition into the ELA program and their progress will be monitored. Interventions for long term ELLs include the following: peer tutoring, collaborative lessons between the ESL, bilingual and classroom teacher, and intensive phonics, comprehension and literacy skills instruction. Content area instruction is taught using sheltered instruction and scaffolding techniques with visuals and realia incorporated into all lessons. Adaptive communication devices, communication books, bookworm, adapted books, and picture symbols are accessible to our special needs non-verbal students. Also essential are multisensory materials and computer software, which increases student engagement during the instructional process. Students are assessed regularly using the SANDI (Student Annual Needs Determination Inventory), Scantron and teacher made assessments. Data gleaned from these assessment tools assist teachers in appropriate grouping for differentiated instructional lessons. Extremely important for our ELL student is to provide supportive, multicultural experiences that promote a positive and nurturing learning environment.

Instructional strategies for ELLs with special needs are all those aforementioned, as all our students in P53K are special needs students. Grade level materials are adapted to meet the needs of students who function below their age and grade level. The Unique and S.M.I.L.E (Structured Methods in Language Education) curriculum are both especially designed for students with special needs including our ELLs. Both offer a multisensory approach to learning language. Material addresses grade level skills and standards in such a way as to make it accessible to students who function below their age appropriate grade level. All lessons are leveled and differentiated to accommodate the different disabilities, learning styles and cognitive abilities. Strategies incorporated into these programs include movement, chanting, and TPR. Color and pictures reinforce sound letter and phonemic awareness. TEACCH (Treatment and Education of Autistic and Communication Related Handicapped Children), JARS (Joint Action Routines) and the "Give Me Twenty" programs are all incorporated in the 12:1:4 and 6:1:1 classrooms. All these programs provide a structured classroom environment which emphasizes routine and repetition. Research has shown that autistic children respond positively to this type of setting allowing learning to occur.

All ELL-SWDs (students with special needs) whose IEP indicates ESL or bilingual services are ensured of receiving services by one of the two certified ESL teachers who travel between five sites within our school. Students' IEPs, SESIS and CAP as well as ATS reports are all read to determine the appropriate placement. If there appears to be a discrepancy then the ESL teacher and administration consult and make a decision as to the best program for that student. The IEP is usually regarded as the most accurate portrayal of the students language acquisition needs and history. It is generally used to determine placement in the case of such a discrepancy. At the present time all students whose IEP indicates ESL or bilingual services are being served.

All students in P53K are special needs students so the environment is more restrictive than that of the special needs students in the community schools. However some of our students are housed within sites located in community schools. These students have the opportunity to participate in school wide events with their general education counterparts. Some of our more independent students are placed in inclusion classes with general education students for most of the day. Students from the community school often serve as reading buddies and "helpers" during assigned periods of the day in some of our elementary classes. Both our special needs students and the general education students seem to greatly benefit from their interactions with one another.

### \*Special Education Students Not Served:

A. According to the Part 154 and LAP Reviews Compliance/Concern Issues from NYSED-OBEFLS, P53K was cited as having fifteen un-served Spanish speaking students in Special Education during the 2009-2010 school year. These fifteen Spanish speaking students were served as per IEP. As such they were only entitled to participate in the NYSESLAT. Of the fifteen Spanish speaking

## A. Programming and Scheduling Information

students in question, all fifteen participated in the exam.

Form A-2 Sufficient Number of SE LEP Students for a Bilingual Education Program:

B. According to the Part 154 and LAP Reviews Compliance/Concern Issues from NYSED-OBEFLS, P53K was also cited as having fifteen Spanish speaking students in Special Education, a sufficient number to form a bilingual class. Based on our data (June 2010 BESIS, IEPs, and teacher reports), the fifteen students in question were placed in three different disability categories according to their IEP (12:1:4, 12:1:1, and 6:1:1), which cannot be combined to form a bilingual class. Furthermore, these fifteen students were placed in five different geographic locations within our school organization. Due to the various locations of sites, student disability categories, and having students in more than three contiguous grade levels, we were unable to form a bilingual class with these fifteen students. In the future we will form a bilingual class to service our students, if students fall within three contiguous grade levels as well as within the same disability category.

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

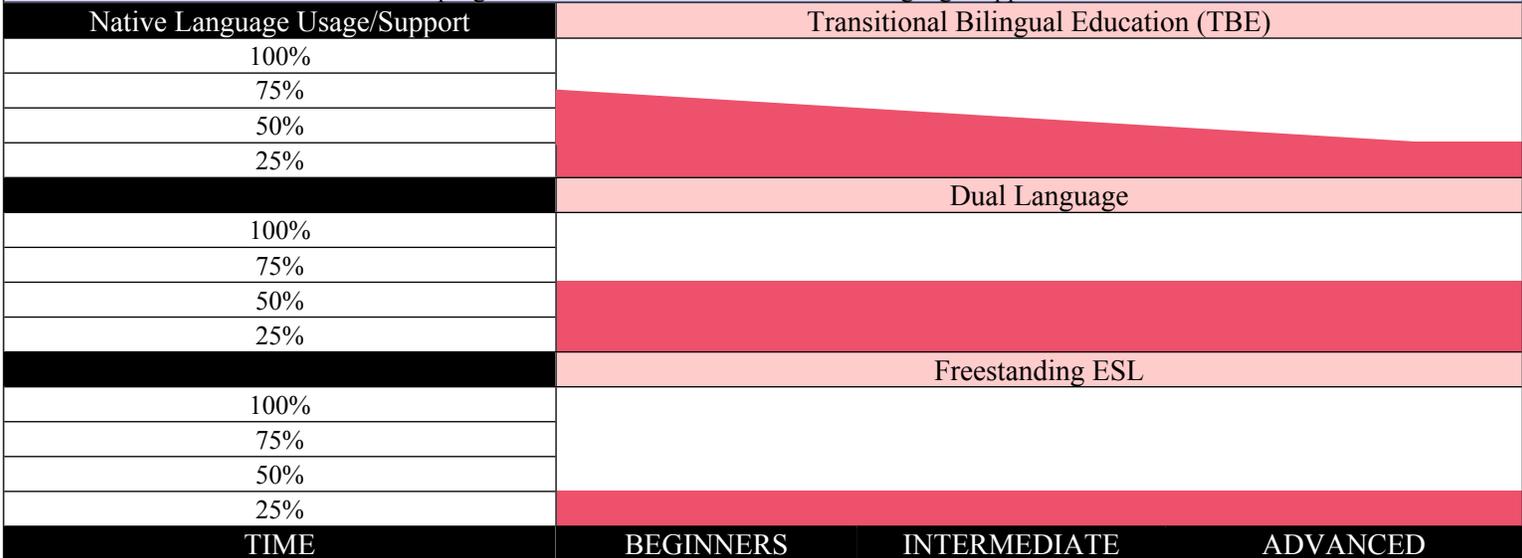
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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 native language supports.

## 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?

In ELA, we utilize the following interventions: The Unique Curriculum, Open Court Phonics Program, Wright Skills Reading and Phonics program, reading recovery, SMILE curriculum and Boardmaker computer software. All of these programs are especially suited for our special needs ELLs because they provide a structured, visual and kinesthetic approach to learning literacy skills. The different learning styles of the special needs students are addressed through these programs which research has demonstrated to be key in successfully engaging these students. In the area of mathematics, we utilize the following interventions: Equals Math Program, math related literature, math games and real life experiences. Money skills, graphing, and basic adding and subtracting are all taught through a real life approach. Students walk to the local market to shop and students work in the school store and must take money from customers and return change. Computer programs addressing various math skills are also used. Math skills are incorporated in all subject areas and math literature is used to reinforce these skills. Social Studies and Science lessons are also presented using the same hands-on approach. The Unique Curriculum addresses Social Studies and Science skills as well as ELA. Each unit is thematically based and includes lessons in all content areas. Visuals and realia are always available to address the various learning styles of students. Science standards are accessed through science experiments or visits to various places like parks or the farm to observe nature in person. Trips to the Transit museums and Native American museums are examples of some trips students participated in last year, which covered many social studies standards. Instruction is delivered in English with native language support offered by alternate placement paraprofessionals.

Students who score proficient on the NYSESLAT and enter an ELA class will receive additional support in English from the ESL teacher and other support services for up to two years. Continued content area instructional support will be provided through the AIS after school program. This will allow for a seamless and positive transition into the ELA class environment.

The Unique curriculum is being incorporated this year. It is especially designed for students with special needs. It consists of thematic units which cover all subject areas. Each lesson of the unit is differentiated and leveled to make it accessible to students at various levels of cognitive ability. Each lesson is supported by visuals and picture symbols. The lessons follow the Common Core Learning Standards. CASTSA (Communication and Socialization through the Arts) was used by teachers in some of our elementary autistic 6:1:1 classes during the 2010-2011 school year. The program is "designed to address communication and socialization challenges of students with autism through arts based approaches. This helps students achieve his or her IEP goals." Teachers have noticed an improvement in students' social skills and participation in classroom activities as a result of applying the strategies learned in these hands on workshops. Equals Math program has also been added. Lessons are leveled for special needs students and emphasis is placed on hands on learning by using manipulatives.

The Brigance diagnostic assessment has been discontinued and the SANDI (Student Annual Needs Determination Inventory) has replaced it. The SANDI is more suitable for the needs of our students and is aligned with the Common Core Learning Standards. Teachers have commented that the SANDI is easier to use and provides a more accurate profile of student's abilities and skills. The Achieve 2000 has been discontinued due to funding. The Caught Reading program was discontinued because the passages were not context embedded. The students did not relate to the material. Topics and stories did not reflect the different cultures and backgrounds of our ELL population. Due to the various locations of sites, student disability categories, and having students in more than three contiguous grade levels, we were unable to form a bilingual class. Data is reviewed periodically to determine the need to form a bilingual class.

All ELLs participate in all school wide activities and programs including the multimedia fair, school assemblies, trips, and talent show. Last year students were offered the opportunity to play on the school basketball team "The Phoenix". Some of our ELL students are on the team. This year we are expanding the program to include a volleyball and baseball team. Student rallies are held to boost "school spirit". The Title III after school program has been in place for the past four (4) years and has been beneficial in providing enrichment and added language and academic support to ELLs. Teachers have observed that those ELL students who attended the program exhibit more confidence and enthusiasm in the classroom. This is evidenced by increased participation in classroom discussions and class work. The students ability to give oral presentations in front of parents and teachers during the after school final project has been especially beneficial in increasing student self esteem and English oral, written, reading and listening skills. The after school program is project based and students work with a team to present their final projects to the school and parents at the end of the program. Technology is an important part of the Title III after school program. The Smartboard and computers are always available for students to research, type and view their projects.

Instructional materials used to support reading for ELLs in the 12:1:1 classes include: The All Star English Addison Wesley program, Creative Teaching Press Phonics Readers, the Wright Skills Reading and Phonics program, Open Court phonics program, Unique curriculum, SMILE curriculum, leveled libraries, native language literature and reading rods, flashcards, i-pads, computers and smartboard. Content instructional materials that support ELLs in the 12:1:1 classes in math include the Equals program. It contains math games, counters, flashcards, unifix cubes and money kits. Science materials include Foss Science Kits, magnifying glasses, scales, beakers and cooking supplies. Cooking lessons are an excellent way to teach measurement, the process of evaporation, condensation, and many other science skills. Our 12:1:1 classes now participate in such a class. Lakeshore theme boxes, reading rods, alphabet games, computer software programs: Connected to ESL, Boardmaker and Interactive Academic Lessons are all used to expand and complement ESL lessons in the classroom and in the ESL sessions for this subgroup. Leveled libraries with multicultural books and visuals enhance the ESL program

Instruction materials used to support our ELLs in 12:1:4 and 6:1:1 classes include: augmentative communication devices and various types of multisensory materials including Mayor Johnson picture symbols, the bookworm device and adapted books. The Smart Board and I-Pad are used and are especially helpful for these lower functioning students because it can be touched and does not require a mouse. The large screen makes it accessible to visually challenged students and can be viewed by the whole group. CDs, DVDs, and big books as well as tactile and sensory materials are also used. Unifix cubes, play money, alphabet blocks, puzzles, balls, and food all enhance ESL lessons for this subgroup. Math materials include number cubes, flannel boards, scales, pattern blocks, money kits, puzzles, counting rods, beads, tactile counting books, and smartboard. Social studies materials include Lakeshore theme boxes with flashcards and objects, photo libraries, magazines, bingo games on different themes like community helpers, big books and games. Science materials include magnifying glasses, photo libraries of animals and landforms, live plants and animals, five senses games, puzzles and sound bingo. Reading materials include big books, alphabet books, phonics books, puzzles, alphabet bingo, sight word bingo, flashcards, spanish books, reading rods, matching reading games and Calphone card reader as well as computer programs and smartboard.

All ESL instruction is delivered in English with native language support provided by an alternate placement paraprofessional who speaks the students' native language in the students' classroom and during the push in ESL sessions. During the ESL pull out sessions students receive help in their native language either from the ESL teacher or from other students who can help those who may be less English proficient. Spanish books are available in the ESL teacher's library and school library. Many of the classroom libraries also contain spanish books. Translation services are accessed on line and through the use of Spanish-English dictionaries to aid students with writing and classwork. Additional materials in Spanish include computer programs and games.

Required services support and resources correspond to ELL's ages and grade levels. The classes in our special education school are ungraded but students are grouped within 3 contiguous grade levels. P53K ELL students range from grades K-12 and the ESL groups are provided with curriculum resources and supports which are appropriate for their age and grade level. The high school students with cognitive disabilities are presented with lessons which are aligned with the Common Core standards for high school level students just as they are in the general education population. AGLIs or (alternate grade level indicators) provide adaptations to the state standards and are utilized in all content areas in order to provide equal access to the high school curriculum for students with disabilities. We have recently integrated the Unique Curriculum which is designed for this purpose. The lessons are based on the CCLS. The Equals Math program is also differentiated according to grade level but is adapted for our special needs population. The SMILE reading curriculum also is grade appropriate and is differentiated to accommodate special needs students. The visuals and chants are geared to older students although it is

teaching basic reading and writing skills.

Newly enrolled students come with their parent(s) or guardian(s) to the school before they begin and are given a tour of the school by one of the unit coordinators or guidance counselors. Students and parents are given the opportunity to visit the classrooms, meet the teachers and students. The guidance counselor or unit coordinator provide parents with a description of the services and programs offered at our school.

### **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.

Professional development will be presented to all staff members, including assistant principals, special education teachers, paraprofessionals, guidance counselors, psychologists, occupational therapists, physical therapists and speech therapists on the contents and implications of the LAP plan. The ESL teachers attend workshops given by the Office of English Language Learners at District 75 on compliance issues and best instructional practices for ELLs. In an effort to disseminate this information, the ESL teachers provide turn-key training to staff on designated professional development days (November 8 and June 8). Workshop topics will include scaffolding content area material in order to make content comprehensible to ELL students by incorporating the ESL standards, cultural sensitivity and compliance issues including SESIS. The ESL teachers will demonstrate effective strategies and ways to incorporate the ESL standards of speaking, listening, reading and writing in their content area lessons including social studies, science and math.

To ensure that new teaching staff receive the Jose P training; accommodations will be made for them to attend the professional development on this topic. At the beginning of the year new teachers are notified about the training and are encouraged to sign up for the training which is held at the district office. If classes are closed for the current session than an attempt is made to find classes through another organization which provide the proper certification. Records and copies are kept in the teachers' files.

The ESL teachers collaborate with classroom teachers to provide instructional strategies that address specific student needs and learning styles. They will meet with the classroom teachers in devising a plan for assessment and together will evaluate the progress of ELLs during scheduled common planning times.

All staff of ELL students who transition from elementary to middle school or high school or to a transition center upon graduation within our P53K sites are adequately supported by school leadership, guidance counselors, and parent coordinator as those students continue to be served at their new P53K site. The guidance counselors from the various sites discuss the individual behavior and counseling needs of the ELL students they serve and present plans to that counselor who will provide services to that student as he or she transitions to their new site. Staff take transitioning students to visit their new site and allow them to visit with the teachers and students. They are given a tour of their new school. Staff from both sites meet prior to these trips to discuss the goals of these visits. The ESL teacher serves as a supportive and nurturing presence in the ELL students' learning all throughout her or his years at P53K. Many students remain at P53K from K to 12th grade. Parents of our special needs ELLs who graduate from our program are provided with information on the resources and services that are available to their child upon graduation. Students are sometimes placed in residential facilities or work programs. Our transition coordinator Angel Lopez trains staff on these issues and holds an annual transition fair with representatives from agencies that service special needs students upon graduation. Staff that work with ELLs are invited to attend. They receive pertinent information regarding services and programs offered to disabled students upon graduation. Staff is able to share this with members of their students' families. Staff is trained in recognizing factors that can affect students adversely as they transition to their new site. These factors include low attendance, poor behavior and failing grades. These issues are addressed and discussed among parents and staff in order to prepare students for a successful transition.

## 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?

Activities for parents include regularly scheduled PA meetings with PA president (we currently have no parent coordinator and are in the process of hiring one) and community organization representatives. Some organizations represented are Heartshare, Human First, Eihab, Heaven's Hands, and Goodwill Industries. Examples of issues discussed are lead paint awareness, MSC services and Medicaid. Also important issues regarding their child's education including state and CCLS and assessments, ESL program, and curriculum overview are discussed. These PA meetings are scheduled once a month. Most of the agencies provide translation services for the parents and or guardians if one is needed. Some agencies like the Puerto Rican Family Services Agency and Chinese American Planning Council specialize in aiding those parents who speak a specific language. Parents feel more comfortable in such an environment because they know the staff will be supportive of their culture and language.

Angel Lopez, our transition teacher or Sulma Alvarado our guidance counselor or Mr. Mohammad the physical therapist or one of the many other staff members who speak a second language provide oral translation at these and other meetings such as IEP meetings and parent teacher conferences. We are lucky in that we have a wide range of staff members who speak many different languages. If required, a Department of Education Translation Unit will be contacted when the school is unable to provide parents with written translation in a particular language. The Parent Coordinator and Family Worker regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

Our transition teacher, Mr. Lopez, mentioned above hosts a transition resource fair each year. Parents have the opportunity to meet with representatives from agencies who offer vocational programs and residential facilities for students with disabilities. Also representatives from agencies that offer weekend, after school programs and behavioral counseling are in attendance at the fair. The names of some of these agencies are Heritage Human Services, ProCare, Community Options, Inc., and Brooklyn DDSO Family Support. Homework help is offered through the Dial a Teacher organization who sends a representative to parent meetings. ESL and computer literacy classes are offered through our Title III after school program. We are scheduling a workshop through the LEAP Arts organization with Title III funds. The workshop is listed on the timeline below. In the past the parent coordinator sent home a monthly newsletter which contained important information about events at the school and other relevant topics.

Events scheduled for this year:

Transition Fair.....Wednesday, October 26

Adult Literacy for ELL/Bilingual Adults provided by the LEAP Art organization.....March 15

\*The parent coordinator is key in coordinating events for the parents and assisting the ELL parents in matters regarding school and community but at the present time we do not have one. More events will be forthcoming when a new parent coordinator is hired.

Parent needs are evaluated by reviewing the IEP to determine if the student is represented by an agency. If not, the parent is contacted and given a list of appropriate agencies. The parent can attend the resource fair where agency representatives are available to discuss options for their child. This takes place every year in the school cafeteria. The parent coordinator and family worker regularly contact parents to follow up and assist with their needs as it pertains to school, home and community. The family worker visits the homes of students whose academic performance is at risk due to poor attendance. At this time the parents have another opportunity to discuss any issues that they may have. Also the transition teacher regularly meets with parents to determine the best options for their child upon graduation from the school.

## 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	1	5			5	8	8	5	7	4	10	13	68
Intermediate(I)							2	1				1		4
Advanced (A)					1									1
Total	2	1	5	0	1	5	10	9	5	7	4	11	13	73

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed							9	1	10

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							2	1	3

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	7	2	7	2
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science	4	1	4	1

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)									

Native Language Tests								
Test)	# 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
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.

Early literacy skills are assessed using different tools depending on the disability and cognitive level of our special needs students. ECLAS is administered to our standardized assessment students. Scantron is used for those students who have been assessed to read at a second grade reading level or higher. This year the Unique Curriculum has been adopted so students are now being assessed using the Benchmark assessments from this program. WRAP ( Writing and Reading Assessment Profile ) is used by the ESL teacher. It includes running records, retelling and comprehension prompts and word checklists to determine reading level. All enrollees who are new to the New York City Board of Ed, which includes many Kindergaten students, are administered the LAB-R depending on the results on the home language survey. This is used for program and class placement purposes. The SANDI (Student Annual Needs Determination Inventory) is the assessment tool used for our alternate assessment students. Instruction is differentiated among our special needs student population depending on disability and the results of these assessments, which are then aligned to the IEP goals. Data from the Scantron is measured to determine which specific literacy skills need to be improved upon throughout the grades and teachers then adjust their lessons and instruction accordingly for those students functioning at a second grade level or higher.

### Overall NYSESLAT Proficiency Results:

There were five (5) students who scored at the advanced or intermediate overall level on the 2011 NYSESLAT. All of these students improved from the previous year. One (1) of the students progressed from an intermediate to advanced overall score. Two (2) student progressed from the beginning to intermediate levels. All three students showed global improvement from the previous year. Of the sixty eight (sixty eight) students who scored beginning, thirty two (32) received no scores because they were not able to complete their test due to their disability.

### NYSESLAT Modality Analysis:

There were nine (9) students who scored advanced in the Listening/Speaking portion of the test and one (1) who scored advanced on the Reading/Writing portion. The rest of the students scored at the beginning level in all modalities. Our special education students have cognitive delays and perform several grade levels below their general education peers. The scores on the NYSESLAT do not adequately reflect the progress many of them have made because it measures progress according to the grade level of general education students. Therefore, when one of our students performs at the intermediate or advanced level it indicates a significant achievement in their English language skills.

The LAB-R was administered to three (3) students last year. All were designated at the beginning level of proficiency. Their disability prohibited them from responding to most of the questions. Therefore it is difficult to ascertain actual proficiency levels of our special needs students through standardized assessments. Most of our students are categorized as alternate assessment for this reason. Interviews conducted with the student and other informal assessments like the SANDI and student work portfolios, provide a more accurate measure of native and English language proficiency.

#### Patterns Across Proficiency Levels and Grades:

Patterns across grades indicate that students in all grades fare better on the listening and speaking portions of the NYSESLAT. Reading and Writing continue to pose more difficulty for our SWD ELLs. More than half of the students across all grades were administered the test and were unable to respond or complete the test due to their disability. This accounts for the thirty-two(32) out of the sixty eight(68) noscores.

#### Instructional Decisions:

The results of the NYSESLAT will impact instruction because it is clear that students have difficulty with the format and content of the test; therefore during the ESL and after school Title III sessions, an increase in the amount of test prep will be given. The material will need to be adapted by using picture symbols and allowing the students to point to the answer when their disability proves to be a hindrance. In order to improve listening and speaking skills, the read aloud portion of the ESL session will increase and students will be prompted to discuss the material with a partner or in the case of non-verbal students they will interact using a communication device. The ESL teacher uses "Getting Ready for the NYSESLAT and Beyond" by the publishers Attanasio and Associates to assist students in preparation for the NYSESLAT. She incorporates this into her Title III after school program.

The two ESL teachers, Kathy Goetemann and Danny Rodriguez are responsible for administering and coordinating the test. The testing coordinator, Lucille Bevilacqua and administrators assisted in providing secure storage and packaging materials for the NYSESLAT.

Students have demonstrated improvement on other assessments including the Scantron and NYSAA and other diagnostic tools that teachers utilize, i.e.: running records, vocabulary and comprehension skills checklists.

English Language Learners (ELLs) consistently scored at levels 4 on all sections of the New York State Alternate Assessments (NYSAA) including: ELA, Mathematics, Social Studies and Science in all grades. Results of the SCANTRON assessment are analyzed and the data results are used to develop differentiated instructional programs for our ELL students.

The Periodic Assessment has been used in the past and teachers and school leadership use the results to determine what test taking strategies and skills need to be addressed in order to give students more confidence and success on the NYSESLAT.

After examining results and data patterns across proficiency levels in the high school 12:1:1 classes via results of the alternate assessment, SANDI and work samples from student portfolios, and Scantron we determined the following: we will continue to utilize adapted age appropriate native language literature for the Spanish speakers. Many of these students are struggling readers in both English and in Spanish. These adapted books contain many visuals that reflect their culture, lifestyle, and traditions with high interest text in Spanish that address the various needs of our high school aged students with cognitive disabilities. We will continue to use the following approaches to increase English and native language proficiency in 12:1:1 classes: labeling items in the classroom, having a print rich environment including material in the students second language, displaying visuals that reflect student cultures, increasing the use of Total Physical Response (TPR) and assessing students regularly in their native language and recording progress. Phonics and grammar skills will be addressed naturally by incorporating them into the literature and content areas lessons presented. To enhance acquisition in English, students receive an overview in their native language by an alternate placement paraprofessional. The paraprofessional assists the ELLs in completing their independent work. The students have the choice of writing in their native language or in English except during ESL instruction. We will continue to utilize manipulatives and math games in their native language. Math vocabulary and the "language of math" are being taught in English with translation provided by the alternate placement paraprofessional. We will continue to integrate math into all the content areas and use appropriate literature to reinforce math skills. We feel that the continued structure and consistency in our math program is reflected in the higher Math NYSAA scores.

After analyzing data gathered from the Scantron Performance Series during inquiry team meetings, it was determined the skills which needed to be addressed in the 12:1:1 classes were comprehension, fact and opinion, drawing conclusions and main idea. Students are assessed using a teacher checklist every 3 months. The data from last year showed that 40% of the target group, which involved some ESL students, demonstrated improvement in the targeted skills: reading comprehension, fact and opinion, drawing conclusions and finding the main idea.

Students in the 12:1:4 and 6:1:1 classes will continue to focus on increasing spontaneous language and social skills. The JARS (Joint Action Routines) has been integrated with the “Give Me Twenty” to provide frequent planned opportunities to work on communication skills within a meaningful and functional context. Also the TEACCH method of instruction will be continued. Structure and consistency of routines are emphasized which has been shown to be highly effective with autistic students.

We will continue to assess the students informally and formally in their native language using the Spanish LAB if needed and/or in English, except when English skills are being evaluated. Students who are non-verbal communicate with augmentative devices and if required, these tools can be programmed in the student’s native language for assessment and instructional purposes. The teacher and paraprofessional will evaluate the status of the programmed augmentative devices and if need be, make any modifications to support and increase English language acquisition.

Scores on various formal and informal assessments including the NYSESLAT, NYSAA, Scanton, Unique benchmark, WRAP, as well as positive feedback from teachers and parents reflect the success of the ESL program. NYSAA as compared to the NYSESLAT is a better reflection of the actual gains our special needs ELL students have made as it is designed for cognitively impaired students. ELL students consistently score 4s on the ELA portion of the assessment. Additionally the after school ESL program has been highly successful as evidenced by increased student participation and self confidence in classroom activities. Parents who attend the final performance and view the students' projects are impressed at the progress and effort their children put forth. Informal assessments administered to the 12:1:1 students by the ESL teacher showed progress in decoding skills, sight word recognition, reading comprehension and writing short paragraphs. The 12:1:4 students have shown improvement in recognizing pictures, following directions and identifying simple CVC sight words.

### 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.

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75K053 School Name: 53

Cluster: \_\_\_\_\_ Network: 5

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

### **Part A: Needs Assessment Findings**

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

The majority of students have a completed home language survey in his or her personal folders. Most of the students admitted to a District 75 school have already been in the Department of Education so the home language survey was completed when they first entered the school system and are sent over from the previous school. The home language survey is analyzed to assess the language needs of the student and parent. If no home language identification survey is available, the IEPs, CAP, and various ATS reports are investigated to determine the language needs. This data is documented and parents are contacted to determine if they prefer oral interpretation and/or written translation in their native language. Prior to parent meetings, IEP conferences, transition meetings and parent-teacher conferences, the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. For parents who request written translation, all letters and notifications are sent home in the language they understand. The Parent Coordinator and Family Worker regularly contact parents to follow up and assist with translation needs as it pertains to school, home and community. When no staff member is available to translate the Department of Education Translation Unit will be contacted in a timely manner to ensure that someone will be present at the meeting or conference to translate in the parents' 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.

Translation services need to be provided to parents in the following languages: The number indicates the number of parents who speak that language: Spanish (48), Cantonese (7), Mandarin (2), Haitian Creole (6), Fulani (1), Bengali (1), Urdu (1), Russian (3). This data is shared with the school staff throughout the year by the ESL teachers so that they are aware of the various cultures represented in the school. In this way an atmosphere of cultural tolerance is promoted. P53K is fortunate in its ability to accommodate parent needs; alternate placement paraprofessionals are proficient in both oral interpretation and written translation in Arabic, Russian, Spanish, Haitian Creole, Mandarin and

Cantonese and are able to provide parents with letters, memos and documents in their native language. This has definitely expanded our capacity to communicate with parents and has established a positive relationship between family and the school community. This is evidenced by an increase of parents attending Parent meetings, IEP conferences, book fairs, multimedia presentations and various other school performances.

## **Part B: Strategies and Activities**

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

Written translation services will be provided by in-house school staff when available. If required, a Department of Education Translation Unit will be contacted when the school is unable to provide parents with written translation in a particular language. Many of our teachers and alternate placement paraprofessionals are proficient in written translation and continue to provide parents with school letters in their native languages. These letters/documents may pertain to essential information in the following areas: community resources and issues, health matters, agencies to assist with disabilities/available supports, dates of PTA meetings, School Leadership Team Meetings (SLT), IEP conferences, open school day/ evenings and school events. The Parent Coordinator works closely with the translators to ensure that parents receive written translated notifications/documents in a timely manner. The interpreter will also follow-up with a telephone call to confirm receipt of the notifications and to inquire if further information is needed. To further assist and support families, notifications that "Translation and Interpretation Services are Available" are posted in different languages at main entrances to inform parents of these services. For parents who request written translation the IEP will be translated and sent home in the language they understand.

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

Oral interpretation services will be provided by in-house school personnel when available. Through the home language surveys and parent interviews the needs of language assistance services will be evaluated by the ESL teachers and Unit Coordinator. This data is documented; parents are contacted by either a Bilingual teacher or alternate placement paraprofessionals to inform them that oral interpretation services in their native language will be available at the school to assist and support them. Prior to the IEP conferences, parent meetings, Transition Meetings and Parent-Teacher conferences the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. Prior to the IEP conference, the letter establishing the date of the meeting will be translated into the

appropriate language and sent home, if the parent does not respond in a timely manner, the alternate placement paraprofessional will telephone home to follow-up. Once the date and time have been established, an interpreter will provide the parent with oral interpretation for the IEP conference. The translation phone service provided by the Translation and Interpretation Unit is also very helpful especially when oral translation is needed right away. This allows for a translator to be contacted via phone during meetings. The Parent Coordinator and Family Worker regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

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>.

During the beginning of the school year, parents who require language assistance will be invited to attend a meeting to inform them of the Chancellor's Regulations A-663 regarding parental notification requirements for written translation and oral interpretation services. Parents whose primary language is a covered language will receive written documentation regarding their rights to these services and instructions on how to obtain them. To further assist and support families, notification that "Translation and Interpretation Services are Available" are posted in different languages at the main entrance to inform parents of these services including the parent bill of rights. The Parent Coordinator and Family Worker will regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.