



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 140K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K140

PRINCIPAL: RODERICK PALTON

EMAIL: RPALTON@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|-----------------|--|-----------|
| Roderick Palton | *Principal or Designee | |
| Sharon Williams | *UFT Chapter Leader or Designee | |
| Kim Walker | *PA/PTA President or Designated Co-President | |
| Marie Barreau | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| | Member/ | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, students in alternate assessment programs will improve targeted communication skills as evidenced by 5% increase over baseline as measured by appropriate formative assessment.

Comprehensive needs assessment

1. Almost 50% of our student population participates in alternate assessment. Many are deficient in receptive and expressive language skills that impact their academic progress and social development.
2. Teachers need to engage all students, regardless of ability, in lessons, by providing appropriate access to instructional activities.

Instructional strategies/activities

- Professional development and differentiated lessons modeled by D75 speech and autism coaches to model how to use data from ABLLS and SANDI to effectively individualize instruction based on students' needs.
- Deployment of IEP coaches to provide Professional development and support with developing the quality of SMART personal and IEP goals
- Implementation of the following curriculums and interventions that are aligned with the CCLS for student populations across the organization: *Unique Learning Systems in our K-2 classes; Math in Focus in all classes; and Journeys in our classes with higher functioning students who participate in Alternate Assessment supplemented by Unique.*
- Common planning periods will be used for teachers to discuss student progress and establish next steps for individual students
- Assessment of students to identify those in need of communication systems and devices
- Training of Paraprofessional staff in use of communication systems.
- Training for staff in use on technology to support SWDs, including Smart Boards and I-Pads from District Coaches.

Targeted Populations:

- Student with Autism, ID grades K-8

Responsible Staff:

- Data Specialist will be responsible for review of collected data and identifying trends across the population.
- Administration, Teaching staff, Classroom staff

Timeline

- September/October-collection of baseline data
- Students will be assessed triennially (September, January, May) with ABLLS and SANDI

Indicators of Interim Progress and/or Accomplishment

- Students will be assessed triennially (September, January, May) with ABLLS and SANDI
- September/October-collection of baseline data
- Review of progress from Speech Teachers
- Review of District coaches CAD
- Review of Professional Development registration and agendas
- NYSAA Scores

Strategies to increase parental involvement

- Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.
- Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.
 - Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
 - Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
 - Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
 - Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
 - Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Provide ongoing support and development to teachers through Teacher Effectiveness Program
- Provide onsite and offsite Professional Development activities to support teacher growth.
- Involve teachers in interview process.

Service and program coordination

- The number of students currently in temporary housing for the P.140K organization is 14.
- As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

Budget and resources alignment

- Tax Levy funds for personnel, instructional supplies and resources
- Data Specialist
- Tax Levy instructional monies to purchase materials required for ABLLS/SANDI
- Tax Levy instructional monies to purchase Unique.
- Registration and participation in District level Professional Development to support on the Danielson Framework CCLS and DOK
- Request deployment of District Coaches in Autism, Speech/Language to provide weekly PD in supporting teacher effectiveness, CCLS and DOK
- Implementation of Teacher Development Specialist to provide support to new teachers on CCLS and DOK
- Inter-visitation practices within Network 4 to observe best practices
- Professional development for *Unique Learning Systems, ABLLS/SANDI and Math in Focus*
- Weekly Collaborative Teacher Teams established throughout the organization

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, students in standardized assessment programs will improve literacy proficiency by 10% as evidenced by increases in levels as measured by appropriate formative assessment (Fountas and Pinnell K-5; QRI-5 6-8).

Comprehensive needs assessment

1. *In 2011-2012, PS 140K's school-wide average proficiency rating in all grades was below the Citywide average proficiency. In grades four and five, the score differential exceeded a whole point.*

2. *Teachers need pedagogical support in using assessment in instruction and using data to drive instruction in order to improve student outcomes.*
3. *There was an uneven distribution of the curriculum.*

Instructional strategies/activities

- Professional development and differentiated lessons modeled by D75 Literacy coach to model how to use data to drive student achievement and Rtl.
- Develop CCLS aligned curriculum maps and pacing guide for all grades.
- Develop CCLS aligned units that end with performance tasks.
- Development of assessment calendar with intermittent data analysis reviews.
- Develop a model for student portfolio data collection and review.
- Participation in school-based and district supported professional development activities in supporting CCLS integration and understanding
- Provide targeted assessment through *Great Leaps* to build foundational fluency and comprehension skills.
- Train paraprofessional staff strategies and skills to support Rtl for targeted student groups.
- Provide professional Development to teachers on how to disaggregate Fountas and Pinnell and sample writing data to develop targeted intervention plans.

Targeted Populations:

- All standardized assessment students grades 3-8

Responsible Staff:

- Data Specialist
- Administration, Teaching staff, Classroom staff
- District Coach

Timeline

- September/October-collection of baseline data using Fountas and Pinnell
- Development of curriculum maps
- December/January- Distribution of Unit pacing calendars for grades 6-8
- Adjustment of curriculum maps and development of grade-specific content pacing guide
- Training in Great Leaps program for paraprofessionals

- Curriculum Development Team meetings on selected Saturdays
- TEP Team meeting on select Mondays
- Weekly Professional Development on PD Tuesdays.
- February/March- Distribution of Unit pacing calendars for all other grades
- April- NYS ELA Assessment
- May/June- Review of ELA curriculum plans and student work portfolios
- Review of District coaches CAD- ongoing
- **Professional Development- ongoing**
- Review of monthly instructional meeting summary agendas

Strategies to increase parental involvement

- Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.
- Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.
 - Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
 - Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
 - Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
 - Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
 - Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Use more funding to improve teacher knowledge in all content areas and on improving student behavior
- More frequent classroom visits by administration/colleagues to provide specific instructional support and immediate feedback
- Use school data to make decisions about the content and type of activities that constitute professional development
- School based Professional development activities based on research validated practices

Service and program coordination

- The number of students currently in temporary housing for the PS 140K organization is 14.
- As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

Budget and resources alignment

- Tax Levy instructional monies to purchase *Reader's Journey and Journeys as the standard curriculum program for all grades.*
- Tax Levy instructional monies to purchase Great Leaps to improve math fluency in foundational skills.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, students in standardized assessment will improve their mathematical proficiency as evidenced by a 10% increase in Acuity scores on major CCLS content areas.

Comprehensive needs assessment

4. *In 2011-2012, PS 140K's school-wide average proficiency rating in all grades was below the Citywide average proficiency. In grades five, the score was well differential exceeded a whole point.*
5. *There is a need for more support and intervention that focuses on grade-specific focus areas for math and intervention to support fluency and foundational skills.*

Instructional strategies/activities

- Professional development and differentiated lessons modeled by D75 Math coaches to model how to use data to drive student achievement and Rtl (AIS).
- Develop CCLS aligned curriculum maps and pacing guide for all grades.
- Development of assessment calendar with intermittent data analysis reviews.
- Participation in school-based and district-sponsored professional development on Math in Focus.
- Provide targeted intervention using *Great Leaps* to build foundational mathematics fluency.
- Provide professional development to paraprofessional staff in implementing Great Leaps (AIS).
- Provide professional Development to teachers on how to disaggregate Acuity data to develop targeted intervention plans.
- Weekly Collaborative Teacher Team meetings to support curriculum alignment.
- Assign an Assistant Principal to supervise implementation of Math in Focus and monitor student progress through walkthroughs and student data analysis.

Targeted Populations:

- All standardized assessment students grades 3-8

Responsible Staff:

- Data Specialist
- Administration, Teaching staff, Classroom staff
- District Coach

Timeline

- September/October-collection of baseline data
- Development of curriculum maps
- Participation in PD Tuesday Sessions
- December/January- Benchmark Assessment 1
- Adjustment of curriculum maps and development of grade-specific content pacing guide
- February/March- Benchmark Assessment 2
- Performance Task 1 Administered
- April- NYS Math Assessment
- Performance Task 2 administered
- May/June- Review of Math curriculum plans and student work portfolios

- Review of District coaches CAD- ongoing
- **Professional Development- ongoing**
- Review of monthly instructional meeting summary agendas

Strategies to increase parental involvement

- Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.
- Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.
 - Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
 - Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
 - Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
 - Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
 - Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Use more funding to improve teacher knowledge in all content areas and on improving student behavior
- More frequent classroom visits by administration/colleagues to provide specific instructional support and immediate feedback
- Use school data to make decisions about the content and type of activities that constitute professional development
- School based Professional development activities based on research validated practices

Service and program coordination

- The number of students currently in temporary housing for the P.140K organization is 14.
- As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

Budget and resources alignment

- Tax Levy instructional monies to purchase *Reader's Journey (Grades 6-8) and Journeys (Grades K-5) as the standard curriculum program for all grades.*
- Tax Levy instructional monies to purchase Great Leaps to improve fluency and comprehension skills.
- Deployment of District Literacy Coach to support understanding of CCLS and Citywide Instruction Expectations
- Tax Levy instructional monies to provide Saturday curriculum development planning
- Tax Levy instruction monies to provide funding for Data Specialist
- Tax Levy instructional monies to provide per diem and per session support for professional development opportunities.
- Tax Levy instruction monies to enlist CBO LeAp to build vocabulary and literacy skills for students and development for staff.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, there will be an improvement in student behaviors as evidenced by a 5% decrease in inappropriate student responses to conflict situations as measured by the incident reporting system logs.

Comprehensive needs assessment

- *PS 140K was added to the NY State Persistently Dangerous List for the 2012-13 school year.*
- *In 2011-2012, we had a combined number of 34 level 3 or higher incidents.*

Instructional strategies/activities

- Continue to implement and refine school-wide, three-tiered system of behavior intervention to meet the needs of all students based on the Rtl model.
- Continue to modify our PBIS program based on current student/school needs that focus on reflective and restorative approaches.

- Integrate social-emotional lessons throughout the academic year that teach students appropriate lessons.
- District coach and school-based staff will present Professional Development sessions on various topics to support students' social emotional building.
- Hip Hop 4 Life program for targeted student groups.
- Development of a Girls' Group to support middle school girls in their social and physical development.
- Bi-monthly meeting of the Pupil Personnel Team/Behavioral Support Team.
- Monthly meetings of the PBIS team.
- Monthly Building Leadership Council and Safety Committee Team.
- Quarterly meeting of the Building Response/Crisis Team
- Continuation CHAMPS before/after school program.
- Development of FBA/BIP for Tier 3 students.
- Training in Therapeutic Crisis Intervention for identified members of the school community
- Quarterly student celebrations.
- Ongoing analysis and monitoring of SWIS/OORs/VADIR data.

Target Population:

- All students

Responsible Staff:

- Administration, All teaching staff, PBIS/PPT team members, Related Service Providers, District coach

Timeline:

- September to June-Monthly review of OORS data
- September to June- Review of anecdotal data

Strategies for attracting Highly Qualified Teachers (HQT)

- Use more funding to improve teacher knowledge in all content areas and on managing student behavior
- More frequent classroom visits by administration/colleagues to provide specific instructional support and immediate feedback
- Use school data to make decisions about the content and type of activities that constitute professional development
- School based Professional development activities based on research validated practices

Service and program coordination

- The number of students currently in temporary housing for the PS 140K organization is 14.
- As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

Budget and resources alignment

- Tax Levy monies to purchase Hip Hop 4 Life workshops for targeted male students.
- Tax Levy monies to provide per diem coverage for TCI training, Dignity for All Students and Respect for All.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on Fountas and Pinnell or other identified assessments, or who have been identified as potential holdovers or PID.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 12 | 12 | N/A | N/A | IEP MANDATED | IEP MANDATED | IEP MANDATED | IEP MANDATED |

| | | | | | | | | |
|----|----|----|-----|-----|--------------|--------------|--------------|--------------|
| 1 | 27 | 27 | N/A | N/A | IEP MANDATED | IEP MANDATED | IEP MANDATED | IEP MANDATED |
| 2 | 23 | 23 | N/A | N/A | IEP MANDATED | IEP MANDATED | IEP MANDATED | IEP MANDATED |
| 3 | 14 | 14 | N/A | N/A | IEP MANDATED | IEP MANDATED | IEP MANDATED | IEP MANDATED |
| 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | IEP MANDATED |
| 5 | 9 | 9 | 6 | 6 | 4 | 4 | 4 | IEP MANDATED |
| 6 | 6 | 6 | 4 | 4 | 3 | 3 | 3 | IEP MANDATED |
| 7 | 10 | 10 | 4 | 4 | 6 | 6 | 6 | IEP MANDATED |
| 8 | 17 | 17 | 4 | 4 | 5 | 5 | 5 | IEP MANDATED |
| 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Name of Academic Intervention Services (AIS) | Description |
|--|-------------|
|--|-------------|

| | |
|---|---|
| <p>ELA Great Leaps Acuity Practice test and interim assessment (Acuity and Ed Performance)</p> | <p>Great Leaps Reading Programs use proven instructional methods with powerful motivators to remedy a variety of reading problems. Efficient in both cost and time, Great Leaps Reading has been recognized for years as a researched and evidence-based program that enables students to make significant strides in their reading. Students of all ages can be tutored to reach an independent reading level. A ten-minute session a day three to four times a week will provide significant results.</p> <p>Acuity has online resources that support student achievement in comprehension and other key literacy skills.</p> <p>Practice Tests will be used to gauge student performance in meeting NY State assessment benchmarks.</p> |
| <p>Mathematics Math In Focus Great Leaps Practice Test and Interim Assessments Acuity</p> | <p>Math in Focus emphasizes concept mastery, a concrete-to-pictorial-to-abstract approach, meta cognitive reasoning, and the use of model drawing to solve and justify problems. It emphasizes the importance of attitude and the ability to self-monitor while problem solving to achieve success. This intervention is used for small groups and it is provided during the day.</p> <p>The Great Leaps Math Program includes a set of three books and three workbooks. Copies can be made as needed for the student. The program is designed for students having difficulties with the basic concepts of simple beginning math and is based on Dr. Cecil Mercer’s work of moving carefully and with full understanding from the simple to complex in addition, subtraction, multiplication and division. The program is very effective for intervention teachers to teach students concepts to develop fluent calculation skills in simple math.</p> <p>Acuity: The use of practice tests and interim assessment examinations are used as an intervention for our standardized students one-to-one. We give periodic assessment using Acuity. This intervention is used one-to-one. It is administered during the day.</p> |
| <p>Science Science Projects 1:1/Small Group Sessions Discovery Education World Book</p> | <p>Students will create hands-on Science projects to promote application of skills and information that is grounded in text.</p> <p>Science Teachers will pull individual or small groups of students to provide additional support and understanding.</p> <p>Discovery Education online resources to provide students access to the world of information</p> |

| | |
|--|--|
| | <p>via videos. World Book online to expose students to information to support text-based research.</p> |
| <p>Social Studies Performance Tasks Discovery Education World Book</p> | <p>At least one performance task in grades 6-8 will be grounded in Social Studies. Discovery Education online resources to provide students access to the world of information via videos. World Book online to expose students to information to support text-based research.</p> |

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 | District 75 | Borough Brooklyn | School Number 140 |
| School Name P140K | | | |

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

| | |
|--|--|
| Principal Michelle Carpenter | Assistant Principal Pamela Clarke |
| Coach S. Bynum | Coach C. Tucker |
| ESL Teacher G. Ikonomou | Guidance Counselor G. Kalman |
| Teacher/Subject Area M. Reyes | Parent type here |
| Teacher/Subject Area L. Bounas | Parent Coordinator type here |
| Related Service Provider K. Owens | Other type here |
| Network Leader Arthur Fusco | Other type here |

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 267 | Total Number of ELLs | 26 | ELLs as share of total student population (%) | 9.74% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

In order to identify ELLs, P140 follows a specific procedure. As newly admits go through the initial stage at the Committee on Special Education (CSE), the members of the team in collaboration with the students' parents reach a decision based on the children's needs and make the necessary recommendations. All newly admits are administered the Home Language Identification Survey (HLIS). Translation services are provided to those parents who need assistance during the ELL identification process. If a language other than English is spoken at home then Mrs. G. Ikonou, the certified ESL teacher, who is responsible for the screening, contacts the School Based Support Team (SBST) and after they all have checked CAP and ATS records they make a decision. Based on the responses recorded on the completed HLIS by the parents, a student can be eligible for LAB-R. Mrs. G. Ikonou, the ESL teacher, administers the assessment to indicate eligibility for ESL services within 10 school days of the child's entrance in the school. Students who score at or below LAB-R cut scores are Limited English Proficient and eligible for ESL services. Placement depends on the students' performance. In addition, ELLs who have Spanish as a home language, are administered the Spanish Lab to indicate proficiency in their native language. Mrs. G. Ikonou in cooperation with Mrs. M. Reyes are responsible for administering the exam. Every spring, all the ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Based on their scores they either continue to receive services or they test out, which means that no further services are required except LEP support for two more years.

Just before the newly admit ELLs are placed in the ESL program, the ESL teacher invites all the parents and discusses the program choices. The school shows a video presentation during which the parents can have detailed information about each program in their language. NYC DOE offers ELLs TBE, Dual Language, and Freestanding ESL, however, based on current CSE recs. P140 is only able to provide Freestanding ESL. Entitlement letters are distributed via mail and students themselves. Parent surveys and program selection forms are required to be filled out while parents are still at school during parent conferences.

After the students have been identified as ELLs LAB-R cut scores are used for placement. ELLs are placed in the appropriate language proficiency level. Beginning and Intermediate proficiency level students receive 2 ESL units of study weekly and Advanced level proficiency students receive 1 ESL and 1 ELA unit of study weekly.

Since P140 offers Freestanding ESL only, students who are mandated for bilingual services receive ESL with the addition of an alternate placement bilingual paraprofessional who speaks the student's language.

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 26 | Newcomers (ELLs receiving service 0-3 years) | 19 | Special Education | 26 |
| SIFE | 0 | ELLs receiving service 4-6 years | 6 | Long-Term (completed 6 years) | 1 |

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. [i](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 19 | 0 | 19 | 7 | 0 | 7 | 1 | 0 | 1 | 27 |
| Total | 19 | 0 | 19 | 7 | 0 | 7 | 1 | 0 | 1 | 27 |

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

C. Home Language Breakdown and ELL Programs

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

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

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | 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 |

**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 |
| TOTAL | 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: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | 1 | 1 | 8 | 1 | 2 | 4 | 1 | 3 | | | | | 21 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | 1 | | | | | | 1 |
| Bengali | | | 1 | 1 | | | | | | | | | | 2 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | 1 | | | | | | 1 |
| Haitian | | | | | | | | | 1 | | | | | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 1 | 2 | 9 | 1 | 2 | 4 | 3 | 4 | 0 | 0 | 0 | 0 | 26 |

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

Since P140 is a district 75 school all decisions regarding the services provided to the students are based on the mandates indicated by CSE in conjunction with the parents. ESL classes are mostly 12:1:1 and always in alignment with the mandates stated on the students' IEPs.

In P140 instruction is delivered through Push-In and Pull-Out programs. The ELLs are grouped into homogenous classes based on their grade level and level of language proficiency. Each class consists of ELLs ranged within three grade levels. Beginning or Intermediate language proficiency level Ls receive 360 minutes per week. Advanced Ells will receive 180 minutes per week of ESL instruction combined with 180 minutes per week of ELA instruction. A combination of Push-in/Pull-out programs as well as appropriate scheduling ensures that the mandated number of instructional minutes is provided.

The ESL push-in model focuses on providing language support to ELLs during their instructional block through the use of a variety of methods based on the students' individual needs. ESL instruction delivered through Pull-out focuses on improving all language skills through the study of all content areas. Collaboration as well as common planning between the ESL teacher and the classroom teachers ensures improvement of all language skills, which leads to academic excellence. Strategies used for these students are Academic Intervention Services (AIS), Scaffolding, and Everyday Math, along with communication devices. Some services provided to our ELLs must be given in their native language. There are alternate placement paraprofessionals who work with our bilingual students throughout the school day As for the SIFE students, instruction focuses on developing literacy skills. Students acquire the English language through intense instruction, which focuses on all content areas. Although ESL classes are homogenous based on the students' mandated ratios, SIFE students are included in the beginning proficiency level. Differentiated instruction ensures student participation and therefore progress. Additional help by bilingual alternate placement paraprofessionals is also provided. In order to support the needs of our ELL students, the NYS certified ESL teacher follows the New York State ESL Standards and incorporates ESL strategies such as the Cognitive Academic Language Approach (CALLA), Total Physical Response (TPR), Language Experience Approach (LEA), Whole Language Approach, graphic organizers and multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson picture symbols. Additionally, our school uses Achieve 3000, Read 180 and Wilson, which are research based programs. The ESL teacher also uses technology (computer and computer software) to provide students with additional instructional support (e.g. brainpopesl.com, edhelper.com, eslprintables.com, kizclub.com., and others. To enhance the ELL students' performance in the ESL class, small group instruction and scaffolding techniques are used for targeting ESL skills and content area skills in order for the students to meet their short term objectives and long term goals.

A. Programming and Scheduling Information

ESL instruction for Newcomers focuses on developing language skills and provides support to help Ls integrate into the new culture. Peer buddy systems, media centers for listening and viewing education video-clips, cultural awareness through the arts and interactive practice and games are some ways of assisting the newcomers. ELLs receiving more than 4 years of service are provided with language support and preparation for the State Assessments. However, most of our ELLs, due to their disabilities, are required to take Alternate Assessments (NYSAA). A request for extension of services has been made for those ELLs who have completed 3 years of services. P140 is providing different support services to help these particular students develop their language proficiency. The strategies used are AIS, Everyday Math and scaffolding along with communication devices to help develop proficiency. Some services provided to these students must be given to them in their native language. In their weekly program we provide beginning and intermediate language proficiency students with 2 units of study and advanced with 1 unit of ESL and 1 unit of ELA. There are alternate placement paraprofessionals who work with those ELLs who are mandated for bilingual services. P140 has provided support for our long term Ls in various ways, which include peer tutoring and small group instruction. Long term ELLs are supported through: assisted instructional technology, AIS, peer tutoring, small group instruction, Wilson Foundations, assistive communication devices and after school PAL program.

P140 provides ESL services to twenty-five out of the twenty-six ELLs. They are served as per their IEPs. One spanish speaking ELL student, a former X-coded student, attends a different location. As a result, he cannot be grouped into the Freestanding ESL program.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

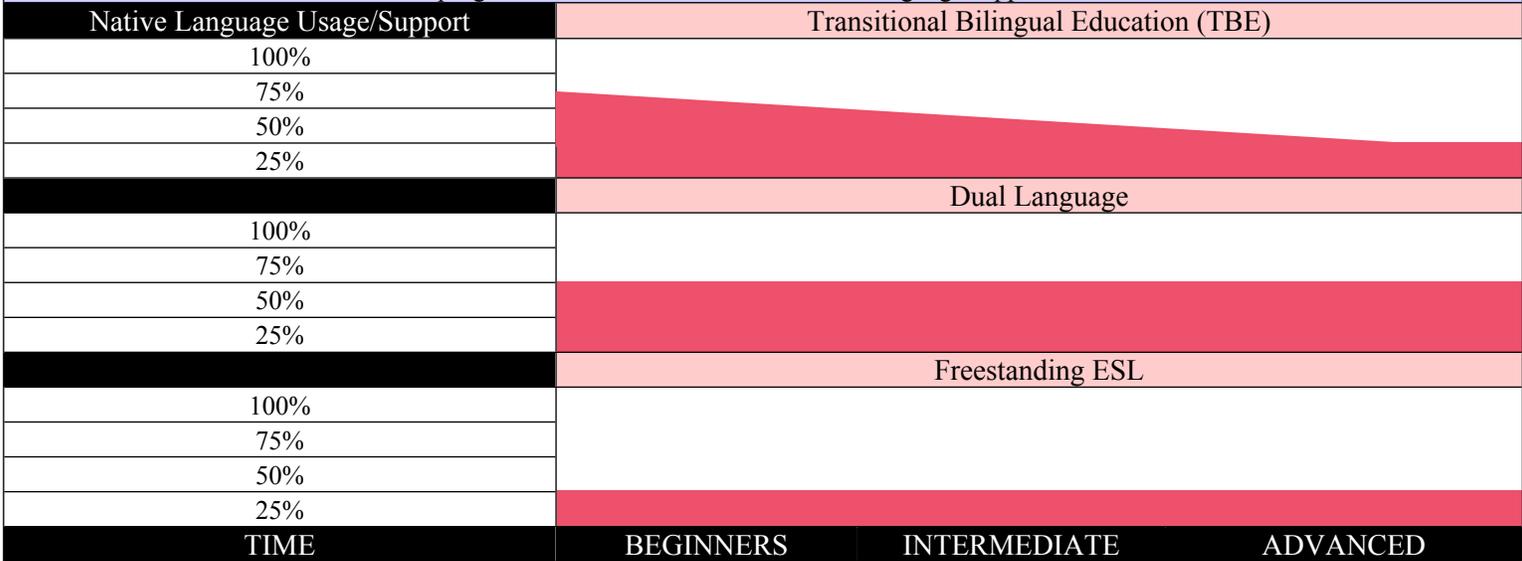
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



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

Paste response to questions 8-17 here

At P140, ESL instruction is delivered through ELA, math, science and social studies content. Based on the ELLs level of language proficiency, subject area texts as well as activities are modified to meet the students' needs. Or Push-in program provides our ELLs with knowledge in content areas while acquiring the English language. Additional programs, such as Read 180, provide students with linguistic and academic support. P140's instructional focus is on the use of ESL strategies; scaffolding, direct and shared instruction as well as classroom libraries, which are established and available in the students' native language. In addition, instruction is always aligned with ELA, ESL and NLA standards. Our school has a 90- minute literacy block. It is during this time that the ESL teacher follows the push-in model to assist ELLs with instruction across all content areas. Monolingual teachers plan along with the ESL teacher on specific school projects and strategies. P140 uses common planning periods to support the ELLs by having teachers combine ideas for effective planning, assessment and differentiation of instruction in correlation with our academic curriculum.

Since P140 serves students with special needs, ESL instruction is differentiated to meet these needs. As of now, there are no advanced proficiency level students at P140. However, transitional support will be provided when the ELLs reach proficiency level on the NYSESLAT. They will have the option to continue with certain amount of ESL instruction weekly and additional support during the preparation for state assessments.

Technology is used systematically throughout instruction to ensure student participation and increase student motivation. Native language support is provided by the presence of bilingual paraprofessionals who offer individual assistance. Newly enrolled students are offered orientation sessions, which helps them integrate within the school environment.

At P140, ELLs have equal access to all school programs. Both Push-in and Pull-out programs in conjunction with the presence of Alternate Placement Paraprofessionals who speak the students' native language and are trained in ESL methodology, allow our ELLs to participate actively as well as successfully in all programs.

Apart from technology, use of smart boards and interactive software, ESL instruction is delivered through the use of a variety of materials to meet our students' individual needs. Augmentative Alternative Communication (AAC) devices, which provide visual supports, encourage interaction and increase motivation. Picture symbols promote communication, which leads to learning. Age and grade level appropriate materials, in conjunction with materials specifically adapted to meet the ELLs' special needs, ensure progress in their language learning process. Since the largest number of our ELLs are Spanish speakers P140 offers Spanish as a language elective. Therefore, LEP students have the opportunity to study further their native language as they gradually improve their English proficiency.

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.

Paste response to questions 1-3 here

Staff development (2011-2012): ESL, monolingual teachers and paraprofessionals will attend professional workshops, which are offered by district 75. That information will be turn keyed to the staff at P140. Tentative dates that we have planned for professional development with our staff are as follows: November 8, 2011 (Integrating all content areas for ELLs), January 31, 2012 (Using technology with ELLs), February 18, 2012 (exposing our ELLs to field trips), March 7, 2012, (Behavior Management for ELLs), April 17, 2012 (Culture Awareness – Understanding where our ELLs come from) and June 8, 2012 (Reflections) . The above professional development sessions will be attended by the entire staff of P140 including : guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinator as well as the ESL teacher, subject area teachers, classroom teachers and paraprofessionals.

At P140 classroom as well as cluster teachers work closely with the ESL teacher to assist ELLs as they transition from one grade to the next and from elementary to middle school. However, ELL training for all staff is very crucial. Frequent reminders of the dates for the Jose P. training program are provided to ensure staff participation and completion of the program. Records of the certificates obtained by the teachers who complete the training, are maintained in the teachers' files.

E. Parental Involvement

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

Paste response to questions 1-4 here

Parents of ELLs are made aware of the special education options for their children during the Educational Planning Conference with the Committee on Special Education. At our orientation for parents of newly enrolled ELLs, which is conducted in the fall, P140 provides interpreters for the parents of our ELLs in order to make them aware of the activities planned for the school year, and the services we provide. The school's parent coordinator at P140 offers parents information in their home language and opportunities to train themselves in various aspects of their child's education. This is done by having parents participate in school activities (parent meetings, parent-teacher conferences, monthly assemblies).The parent coordinator also explains how assessments are administered and what the common goals and expectations are for the students to parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | 2 | 8 | | 1 | 2 | 1 | 2 | | | | | 16 |
| Intermediate(I) | | | | 1 | 1 | | 1 | 1 | 1 | | | | | 5 |
| Advanced (A) | | | | | | 1 | | | | | | | | 1 |
| Total | 0 | 0 | 2 | 9 | 1 | 2 | 3 | 2 | 3 | 0 | 0 | 0 | 0 | 22 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | 1 | | | 1 |
| 4 | 2 | | | | 2 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | 1 | 13 | 14 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 1 | | | | | | | | 1 |
| 4 | 1 | | 1 | | | | | | 2 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual Spe Ed | | | | | 1 | | 13 | | 14 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | | | | | | | | 1 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 1 | | 8 | | 9 |

| 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 | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

| 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 |
| Chinese Reading Test | | | | | | | | |

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

In order to assess the early literacy skills of the ELLs, P140 uses ECLAS-2. However, most of the early childhood ELLs have not taken the assessment yet because they are not up to their grade level. Most students do not function academically according to their age level. Therefore, they will be given the exam at a later time. All ELLs who took the assessment scored very low on all modalities. The information collected has been very valuable in creating the school's instructional plan.

On the NYSAA data folios, 13 of our Alternate Assessment students scored at a performance level 4 in reading, and 1 scored level 3. In math, 13 students scored a level 4, and 1 level 3. On the science data folios, 8 students scored a level 4 and 1 scored level 3. Our alternate assessment ELLs scored higher on these assessments in comparison to the NYSESLAT. The reason for this is that data folio goals are created based on the students' functional level.

The data patterns across proficiency level on the NYSESLAT indicate that ELLs score higher in Listening and Speaking than Reading and Writing. The fact that most ELLs are born in the U.S. explains this phenomenon. As a result, ESL instruction must focus on improving the Ls' reading and writing skills across the levels of proficiency. In addition, each ELL's disability must be taken under consideration to improve instruction and meet the students' needs. On the NYSESLAT sixteen of our ELLs scored Beginner, 5 scored Intermediate and 1 scored Advanced. Compared to last year's results there was an increase in the number of students scoring higher both at Intermediate and Advanced level. The freestanding ESL program implemented by P140 provides ELLs with language instruction, which offers support in successfully acquiring the English language and gradually leads them to academic excellence.

The ELL Periodic Assessment was not administered to the P140 ELLS last academic year. The decision was taken based on the fact that the Periodic Assessment is an assessment designed for general education students. It does not take under consideration our ELLS' disabilities. When our students actually took the test 2 years ago they had great difficulty following up. The data collected then was not useful. As a result, only the data from the NYSESLAT was available to be used when making instructional decisions. The NYSESLAT results combined with the NYSAA are taken under consideration in order to make instructional decisions. Teachers will be able to plan accordingly and make decisions which will greatly benefit our ELL population. The LAB-R scores are always used when there is no data on NSESLAT. In addition, the data patterns across the LAB-R modalities indicate that more students perform higher in listening and speaking than writing and reading.

P140 follows the success of the ELLs closely through data analysis. The results from the New York State Alternate Assessment every year show that our ELLs have significantly improved their performance in Reading, Math, and Science over the years. One of the reasons is the support they receive in the Freestanding ESL program which focuses on all subject areas.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

| School Name: <u>P140K</u> | | School DBN: | |
|---|----------------------|-------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Michelle Carpenter | Principal | | 10/24/11 |
| Pamela Clarke | Assistant Principal | | 10/24/11 |
| Pending | Parent Coordinator | | 10/24/11 |
| Georgia Ikonomou | ESL Teacher | | 10/24/11 |
| Pending | Parent | | 10/24/11 |
| Miguelina Reyes | Teacher/Subject Area | | 10/24/11 |
| Lucy Bounas | Teacher/Subject Area | | 10/24/11 |
| C. Tucker | Coach | | 10/24/11 |
| S. Bynum | Coach | | 10/24/11 |
| G. Kalman | Guidance Counselor | | 10/24/11 |
| Arthur Fusco | Network Leader | | 10/24/11 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

School Name: P140K

School DBN:

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|-------|-----------|-----------------|
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75K140 School Name: P140K

Cluster: _____ Network: 4

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

Part A: Needs Assessment Findings

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

P140K determines its language translation and interpretation needs by using the data gathered when parents complete the Home Language Identification Survey, every time a new student is enrolled in the public school system for the first time. Direct contact with the parents and legal guardians assist with the evaluation and assessment of the school language needs.

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.

At monthly SLT and parent/teacher meetings we discuss the school program. These settings are an open forum that is held to identify parents' concerns and needs. Translation is available to parents in their native language. The largest percentage of the Non-English speaking parents speak Spanish while a small number speak Bengali or Haitian Creole. Most of them require written translation while a few both written translation and oral interpretation. The administrative coordinator, parent coordinator, principal and assistant principals as well as the office staff and teachers make sure that Non-English speaking parents' translation and/or interpretation needs are met to ensure constant communication for the students' benefit.

Part B: Strategies and Activities

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

P140K provides translation services to parents in their native languages by staff that is available. At P140K we currently provide translation services for Spanish, Haitian Creole, Bengali, Russian, and Arabic speakers. Non-English speaking parents have been provided with a translated Bill of Parents' Rights and Responsibilities. P140K has appropriate school signage and form in all five languages mentioned above. School documents are always translated on time since the translated team of the school sets the documents under strict priority.

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.

At P140K oral interpretation services are provided by staff members such as teachers, alternate placement paraprofessionals, and family workers. If an interpreter is required during IEP meetings the parent is informed to contact the chairperson on the Committee of Special Education.

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>.

P140K will fulfill Section V I of Chancellor's Regulations A-663 by translating all notices, memos, and any documents for parents in their native language. As a result, P140K translates documents in Spanish, Haitian-Creole, Bengali, Russian, and Arabic.