



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** P 141K

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75K141

**PRINCIPAL:** MICHELE THORNTON

**EMAIL:** MTHORNT@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
Michele Thornton	*Principal or Designee	
Jose Marin Diaz	*UFT Chapter Leader or Designee	
Marilyn Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Renukah Blackman	Member/Parent	
Sheree Cook	Member/Parent	
Melissa Rosa	Member/Parent	
Simone Sanchez	Member/teacher	
Jennifer Mallamo	Member/teacher	
Zanea Pierre	Member/parent	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

- 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 student portfolio checklist
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### **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.  
Build teacher teams' capacity to align units of study with Common Core Learning standards in response to student learning needs. 90% of instructional academic teaching staff will participate in Professional learning community meetings to ensure the implementation of CCLS in daily instruction.  
Our NYSAA datafolios demonstrated there was a further need for professional development in this area due to 32 clerical errors where there was no score. Upon deeper review it was not due to student work and effort but the opportunities for staff to have collegial review on the datafolios.  
As the CCLS was to be rolled out we knew staff needed more work delving deeper into the standards as they were not internalized. Since we hired 14 new teachers due to attrition, transfers and new classes, there needed to be training on the standards and what it means to our students while also having time for natural pedagogical growth.  
Since one official AP is on medical leave and there were 2 vacancies for supervisors, 2 new APS started the school year.  
An instructional coach was needed for staff as the previous coach was in an interim acting role.

### **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, As 85% of our students are alternate assessment students it is a challenge to connect and align the tasks through the units of study to the Common Core learning standards. We are using the SANDI assessment to drive the tasks we are having students perform, which also links to the IEP goals.
  - b) key personnel and other resources used to implement these strategies/activities,  
Assistant Principal will be attending CFI institutes with her own peers and sharing with cabinet after the meeting. There is an achievement team made up of 2 teachers and the Assistant Principal who then attend other sessions to share with administration.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
Staff chose to be on the curriculum team starting last May to create units of study aligned with CCLS. It is a guide for the staff they may choose resources to modify for the students levels. The achievement team set up workshops and professional development sessions for the teachers. The teachers attend these sessions to get ideas and refine their instruction in the classroom.
  - d) timeline for implementation.  
Professional dev day on Sept 6, Nov 6 and Dec 5 reviewing and exploring deeper reading standards 1, writing standard 10 and speaking and listening standard (teachers and paraprofessionals work in small groups to delve deeper into the standards  
By December 1, all alternate assessment students would have at least 2 pieces of their portfolio work linked to SANDI goal which is connected directly to CCLS.

First ELA and Math performance task will be completed and submitted by March 1<sup>st</sup>.  
Teachers will have additional opportunities to earn per session for curriculum planning and task design.  
AUSSIE program has been encumbered around competency 3e Using assessment to drive instruction to improve teacher pedagogy as well as student outcomes.

**Strategies to increase parental involvement**

- All 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.

**The phone messenger system paired with the clear envelopes will inform parents of the workshops, events and surveys given this year.**

**Preliminary survey sent out to parents in December and February to assess how we are doing on an ongoing basis, and to revise what is not working.**

**Reminders of SLT and PA meetings so parents can attend. Staff members to present at SLT to share programs with all constituent groups.**

**SLT minutes displayed at every site.**

**Weekly reports send home to summarize the work being done in the classroom.**

**Related service providers providing workshops for parents.**

**Workshop on ELA strategies, language development , math games and NYSAA will be given to parents.**

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**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.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- 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).

TL funds are used to cover the APs in order to develop the teachers in their goal of internalization of CCLS. OTPS per session funds for afterschool meetings with staff, training funds, meetings for collegial review, TEP meetings, new teacher sessions. Per diem coverage for staff who choose to attend district wide workshops. Approx 6 for brand new teachers. Prep coverage for mentoring sessions , OTPS educational consultants money for AUSSIE work order.



## **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.
- By June 2013, teachers will improve in teacher effectiveness in two competencies as measured by low inference evidence recorded in formal observations and/or partial walkthroughs reflected in ARIS collected observation summaries.

### **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.

Our standardized students decreased in level 2 performance last year in Math and in ELA. Upon review of observations there was an inconsistency among the teachers instruction. A need for frequent observations and feedback is necessary to ensure quality of instruction.

With the addition of 4 new classes and also 14 new teachers it is imperative instructional supervisors get into the classrooms to insure student growth as well as provide additional professional for the development of these teachers.

Teachers need more professional development in competency 3e, to collect appropriate data as evidence of growth. The growth must be linked to SANDI assessments and IEP goals.

### **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,  
Using ARIS learn, professional development sessions, PLC meetings and afterschool sessions, staff will be further engaged in the work of Danielson and her frameworks for teaching which will in turn improve student outcomes. Implementation of running records, Motivational assessments, and interest inventories to be used with the students to continue to engage for instruction.
  - b) key personnel and other resources used to implement these strategies/activities,  
Aussie coach, school based coach for teachers of students with autism, Assistant Principals, mentors, district coach sessions, related service providers to work with whole teams
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
The meetings end with next steps and questions for cabinet team members who turn key them appropriately to get more resources for the staff and students if needed.  
Teacher effectiveness program team meetings to get information and clarity to staff. Discussed September for volunteers, discussed Election day as large group. Met Dec18 and January 10. Will meet February 7, March7, April 4
  - d) timeline for implementation.  
Weekly meetings with coach at IS71 and MS35.  
Weekly meetings with AP at P380, MS2 and IS71 for professional development and PLC wrap-ups.  
Cabinet meetings every 2 weeks to discuss next steps.

TEP talent coach approximately every 10 days at the school working alongside administration and teachers.  
Ongoing – list of days and reports will be submitted at end of year.

**Strategies to increase parental involvement**

- All 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.
- Open House meetings at sites to view lesson and environment.  
Weekly letters to inform parents of weekly learning.  
Workshops given at SLT meetings and through the parent coordinator to explain EASE, Brainpop, Onemorestoryprograms , Ipads, manipulatives and GRTL programs.used.  
Title III grant program to share ESL strategies, visual strategies and behavior strategies for parents to use with students.

**Budget and resources alignment**

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

If other is selected describe here:

Project Arts money is used for some of these workshops, Material for the Arts offers free workshops and visits to parents for the donations.

**Service and program coordination**

- 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).
- Instructional program money for staffing.
- OTPS for AUSSIE, per diem and per session coverage for staff attending sessions, TEP grant money (ARRA Citywide Instructional expectations CW,PreK Autitstic spectrum CW, TL Deferred Programming planning initiative.

### **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, students in alternate assessment programs will improve math proficiency by a 10 % increase in scores over baseline programs as measured on the appropriate formative assessment.

#### **Comprehensive needs assessment**

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

Upon review of math standards it was evident these standards are across grade levels. It is a standard to be focused on regardless of age and or functioning levels. Therefore it was a focus of inquiry with the curriculum team and the cabinet team. Upon review of 2012 SANDI data these areas were deficient. There were approximately 10 alternate assessment students who reached independent level according to SANDI in these areas up to grade 5. Those specific students are focusing on different strands for their performance tasks in Math.

#### **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,  
Alternate assessment students will be assessed with SANDI in November February and May in Math. 75% of the students will improve in the area of Operation and Algebra thinking and/or Number Base Ten standard by June 2013
  - b) key personnel and other resources used to implement these strategies/activities,

Classroom teachers along with cluster teachers will work together to create and refine the performance tasks and rubrics in this area.

School based coach will continue working with these teachers.

PLC meetings will focus on Math during a few sessions, common planning time will hone in on these tasks.

Another resource page will be developed for use.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
At PLC meetings, ideas will be shared, common planning time, monthly staff meetings and survey by AP during professional development session.
- d) timeline for implementation.  
November data reviewed at cabinet meeting  
December – task and rubrics meeting mid December after CFI institute and Principal meeting  
January 24 Math madness meeting after school at MS35,MS2 and 380 to review SANDI and performance tasks.

#### **Strategies to increase parental involvement**

- All 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.

**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.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- 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).

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2013, students in alternate assessment programs will improve their ability to complete appropriate tasks independently as evidenced by a 40 % increase in the number of students reaching LEVEL 2 on the school designed Individualized Independence Growth Chart.

### **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.
- Students have gained success in social situations and overall awareness of daily living and functioning throughout their school environment.
- There was no clear data taken in this area and evidence was not being recorded.
- Students have been successful with regards to support services, LRE, and daily functioning and this data is extremely important in measuring success with our students.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
Students are given numerous opportunities to be independent in the classroom, during related services, in cafeteria and recess.
  - b) key personnel and other resources used to implement these strategies/activities,  
GRTL program, EASE program, Material for the arts, and Marquis studios explore other outlets in music and art to give more opportunities. Music , art teachers along with physical education give different opportunities for independence, and information can be recorded by them.
  - 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 are part of the planning process with music , art and residencies to give as many opportunities for growth in conjunction with what normally occurs in the school setting.
  - d) timeline for implementation.  
Planning sessions prior to residencies entering, in October and November.  
Data collection discussed with teachers.  
IIG chart created by all parties by December 1, with input from all constituents.  
Data taken January 23, March 20 and June 12,2013

### **Strategies to increase parental involvement**

- All 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.  
Smaller surveys given out to parents February 1 to highlight improvements and request field trip ideas.  
Assemblies highlight how their students are doing in different areas and in the visual and musical arts.

**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.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

Parent coordinator funds to set up special events for parents.

**Service and program coordination**

- 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).

We have submitted a grant through Material for the Arts where they will match up to 10,000 of our Project arts money. Project Arts funds used for residences, OTPS supply money for trip fees, art materials, equipment, software and rewards. Per diem funds for afterschool meetings for Pupil personnel committee meetings and Positive behavior support.

## **ANNUAL GOAL #5 AND ACTION PLAN**

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

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, students will improve their core academic competencies by a 50% increase in successful completion of CCLS aligned tasks to the appropriate standards.  
All students will participate in 2 performance tasks in ELA, Social studies and Science by June 2013 aligned to common core learning standards.

### **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.

As the Learning standards are rolled out it is imperative we create tasks to connect and align to the standards for our students with disabilities.

### **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,  
Review SANDI, create
  - b) key personnel and other resources used to implement these strategies/activities,  
Classroom teachers, cluster teachers along with administrators, coaches and educational consultants will meet throughout the year to create tasks as evidential support students are learning the skills needed during the unit of study.
  - 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 on the curriculum team will meet monthly to review, revise and reflect on units. Professional learning communities will review and refine their teaching based on the ongoing assessment of the students, via SANDI and work samples.  
Rubrics will revised and tweaked during common planning time and PLC meetings.  
CFI Achievement institute will be attended and information turnkeyed to staff.
  - d) timeline for implementation  
Monthly curriculum team meetings, bi weekly cabinet meetings, Saturday sessions offered for tweaking units and tasks, and informing best practices.  
Team day meetings to work intensively with a group of your peers.

### **Strategies to increase parental involvement**

- All 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.

**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.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- 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).
- OTPS per session funds , 5000. ARRA citywide Instructional expectations 8100. Educational consultants 24,000. Per diem funds 3000.

**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	Small workshops	Small group instruction	During the school day
	Running records	One to one	During the school day
Mathematics	Technology connections Brainpop to push concepts Scholastic math magazine infusion	Small group instruction	During the school day
Science	Urban advantage connections	Small group instruction	During the school day
Social Studies	Smaller readings Technology connection Brainpop	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anger management club Social skills Through JARS	Small group instruction Small group	School day School day

### 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.

- There is a three tier interview process when applying for our programs, whereby there is a 2 person interview, a 2 person view of demonstration lesson and feedback session prior to being hired.
- Each teacher is assigned to one instructional supervisor, as their professional development structure, so there is continuous communication and professional development by AP and other staff members.
- New teachers are assigned a mentor who is a teacher in the organization.
- School based coach has a plan of action with many of the new teachers as well as on an as needed basis in conjunction with the AP.
- Professional learning communities have been created so teachers are participating in collaborative inquiry.
- Teachers may attend district wide trainings, and professional development sessions through ARIS learn and district webinars. Intervisitations are also suggested..

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Gary Hecht/Arthur Fusco</b>	District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>141</b>
School Name <b>P141K</b>			

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

Principal <b>Michele Thornton-Mannix</b>	Assistant Principal <b>Mr. Carroll Scott</b>
Coach <b>Ms. Frank</b>	Coach <b>type here</b>
ESL Teacher <b>Joanne Glaski</b>	Guidance Counselor <b>Ms. Valentin</b>
Teacher/Subject Area <b>Melida Gaertner, ESL</b>	Parent
Teacher/Subject Area <b>Tanya Quinones, Sp Ed</b>	Parent Coordinator <b>Patricia Lysius</b>
Related Service Provider <b>Monique Wheeler</b>	Other
Network Leader <b>Arthur Fusco</b>	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>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>2</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>395</b>	Total Number of ELLs	<b>65</b>	ELLs as share of total student population (%)	<b>16.46%</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. 

Paste response to questions 1-6 here

When new students arrive at P141K initial ELL identification is done at the CSE. After a language other than English spoken in the home is determined, the student is eligible to take the LABR. If the student does not pass the LABR in English, and if the student is Spanish speaking, he/she will take the Spanish LABR. In some cases, when a new student arrives at P141K without a home language survey, the certified ESL teacher(s) Joanne Glaski and Melida Gaertner, conduct the Home Language Identification Survey, which includes an informal interview in English and in the native language of the parent. Several languages other than English are spoken by the pedagogues at P141K and they are; Hatian Creole, Yiddish, Spanish, Russian, Albanian, Chinese, Polish, Arabic, and Bengali. These pedagogues will speak in the native language of the student and conduct the Home Language Survey. Upon assessment of the interview, the New York State permanently certified ESL teachers at our school determine the home language of the incoming student. When another language is spoken in the home and understood by the student, he/she is eligible to participate in the LAB-R, if he/she has not done so at the CSE, which is administered within the first 10 days following the first day of entrance. If the student does not get a passing score on the LAB-R, and if they are Spanish speaking, the Spanish LAB is administered to assess their Spanish language proficiency. Upon evaluating the score on the LAB-R, it is determined if the student is eligible for the ESL program. Students are also identified by utilizing the ATS report RLER and RLAT which identifies students who are eligible for the LAB-R and those who participated in the NYSESLAT while attending other NYC schools.

To annually evaluate the level of English of ELLs at P141K, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs. This test is administered by two certified ESL teachers, Melida Gaertner and Joanne Glaski. Procedures for ensuring that the four components of the NYSESLAT are administered include testing all students who are enrolled in ESL. Each student regardless of their disability will be given an opportunity to participate in all four components of the NYSESLAT. The ESL teachers will keep a list of all the students and record that all four components of the NYSESLAT have been completed by the student.

Depending on the score, students may be at beginner, intermediate, advanced or proficient level. ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYS Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers.

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

Options for special education at District 75 are discussed at the CSE and are aligned with parent request. Through the school's

Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<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>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	0	2	2	1	2	2	1	1	1	0	0	14
<b>Total</b>	1	1	0	2	2	1	2	2	1	1	1	0	0	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	49	Special Education	65
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									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	8	0	0	0	0

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	
Dual Language	0	0	0	0	0	0	0			0
ESL	49	0	49	10	0	0	6		6	65
Total	49	0	49	10	0	8	6	0	6	65

Number of ELLs in a TBE program who are in alternate placement: 12

### 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	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>	<b>0</b>																			

**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: \_\_\_\_

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	3	3	2	3	4	6	4	9	8		1			43
Chinese	1	1	1		1				1					5
Russian									1					1
Bengali					1		1	1	1					4
Urdu									1					1
Arabic		1			1	1		1						4
Haitian								2	1		1			4
French														0
Korean														0
Punjabi														0
Polish								1						1
Albanian														0
Other								1						1
<b>TOTAL</b>	4	5	3	3	7	7	5	15	13	0	2	0	0	64

## 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

The ESL program at P141K is a push in /pull out model. Our ESL program is composed of 51 ELLs 50 of whom are assessed using the NY State Alternate Assessment (NYSAA) and one is assessed with standardized assessments. Of the 51 students who are ELLs, 10 students have IEPs indicating, "Monolingual Instruction without ESL". These ten ELL students are in Alternate Placement, subsequently, their IEP indicates a Bilingual program. Students in an Alternate Placement setting receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Each student is served according to their IEP. When creating ESL groups, the ELLs are grouped heterogeneously, but no more than three years difference in chronological age.

The ESL teachers will collaborate with the elementary cluster/classroom teachers of the ELL students during the common preparation periods that exist twice per week. During these planning periods, each teacher will create materials, plan assessments and lessons and also evaluate past lessons. At the high school level, common preparation periods are provided to enable ESL teachers to plan curriculum and units of study three times per week. The ESL teachers will provide to students using strategies such as TPR, graphic organizers, Language Experience Approach and text adaptation. Also, ESL will be provided through a combination of push in and pull out models of instruction at the elementary level, and as a push in model in the high school. Additionally, instructional materials which are both grade and age appropriate include content area books, Rigby (On Our Way To English), Penguin Adapted Novel Sets, teacher made adapted books, Mayer Johnson picture symbols as well as an array of augmentative communication devices. Such devices include cheap Talk, Step by Step, Tech Talk, Go Talk, and Communication Skills Builder. At the elementary level, trade picture books are adapted with picture symbols, textured materials, props and puppets, so that language acquisition will be fostered and meet the diverse needs of the student population.

P141K's teachers and paraprofessionals serving ELLs will also be supported through Coaching services provided by the district's instructional coaches. In addition, P141K will encourage the attendance of Bilingual, ESL and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs.

Teachers will demonstrate self learning and professional development by attending off site workshops. With support, teachers will model academic language and consistently spiral language so that students language proficiency grows. Evidence of student work displayed in each language and class libraries are clearly defined. All students in bilingual classes receive the number of units of ESL in instruction as required by CR part 154.

The use of ESL strategies, scaffolding, classroom libraries in English, as well as the use of ESL Standards, are all an integral part of the instruction of our ELLs. Instruction is differentiated for ELLs with severe disabilities and more adapted books need to be added to the classroom libraries. Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP

## A. Programming and Scheduling Information

recommends bilingual instruction. At P141K we have bilingual picture books and materials. These materials are read by bilingual staff to the students who share the same native language. Many times throughout the day the bilingual ESL students will participate in verbal dialogue with a staff member (paraprofessional, counselor, teacher or administrator). A staff member is always available to provide interpretation for the student or parent in their native language.

ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. In high school (grades 9-12), students at the Beginner level will be provided with 540 minutes of ESL per week. Those at the Intermediate level will have 360 minutes per week and Advanced students will have 180 minutes of ESL and 180 minutes of ELA. Students will be grouped according to English Language proficiency based on their score obtained on the NYSESLAT. Group size will be maximized while maintaining student staff ratios specified on each student's IEP. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, digital camera, recording devices etc... will be incorporated to give the students additional instructional support. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress. If eligible, students will be administered the Spanish LAB to determine the proficiency of their native language. There are also bilingual psychologists available for annual reviews, who may speak one of the languages listed: Spanish, Bengali, Chinese, Arabic, Yiddish, Russian, Albanian, Haitian Creole or Polish.

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, and graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology and augmentative communication devices paired with Mayer Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in Alternate Assessment additional instructional support. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

Currently we have 35 newcomers they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. The classroom teacher will be offered additional support and continuous consultations with the ELL teacher. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, Title III Saturday Academy program and participation in clubs, such as student government will be offered to SIFE students. ELLs continue to receive support and reinforcement of their expressive language development through the use of Picture Exchange Communication System (PECS) and their receptive language development through the use of Goosen's Aided Language Stimulation, ALS, (integrates symbols into daily classroom and group activities). Overall, communication skills are addressed through other forms of Augmentative and Alternate Communication (AAC) systems. At this time we do not have SIFE students, but if and when we do we will offer communication in the Native Language in both written and verbal form, mandated ESL services, a buddy system, peer tutoring, and Title III Saturday Academy to each student. Students characterized Extended servicable ELLs have been receiving ESL services for a time more than 3 years, but less than 6. At this time we have 10 such ELL students. Students At this time we have 6 ELLs, students who have completed 6 years of ESL service. Such students, serving 6 years or more and those with 4-6 years will be supported with services from an ESL teacher, and instruction will be provided to coincide with the students IEP goals and objectives. At P141K, ELL students receive an extension of services for ESL until they score proficiently on the NYSESLAT and until the IEP reflects that they no longer have ESL for their individual program.

At P141K, ELL students receive an extension of services for ESL due to their individual and specific education needs. Two fully certified ESL teachers, Joanne Glaski and Melida Gaertner, provide support and academic intervention to these students for at least 150 minutes per week. These teachers use various ESL methodologies, such as: Total Physical Response (TPR), Language Experience Approach (LEA), Cognitive Language Learning Approach (CALLA), graphic organizers, and manipulatives such as Mayer Johnson picture symbols to represent words and actions.

The use of technology is incorporated to give students additional instructional support. These researched based programs includes

## A. Programming and Scheduling Information

the Smart Board interactive system, software programs (e.g. Reader Rabbit, I spy, Teach Me Nouns, Same and Different, School Zone Alphabet, Edmark Reading, Brain Pop, Star Fall, PBS Kids, Getting Ready to Learn, Head Start, More Starfalls Math, AuditoryMemory for Quick Stories and the Pearson Longman ABC Story Book series).

Writing skills will continue to be taught using conventional methods including the use of graphic organizers, charts, lists, the Language Experience Approach, modeling and cloze exercises. ELL students are taught writing by using picture symbols, PECS, and formulating sentences and paragraphs. The ESL teachers create an individual academic intervention plan for ELL students' success and achievement through consultation with the homeroom teachers, related service providers and support staff. students additional instructional support. These researched based programs include the Smart Board interactive system, software programs (e.g. Reader Rabbit, I spy, Teach Me Nouns, Same and Different, School Zone Alphabet, Edmark Reading, Brain Pop, Star Fall, PBS Kids, Getting Ready to Learn, Head Start, More Starfalls Math, AuditoryMemory for Quick Stories and the Pearson Longman ABC Story Book series). The ESL teachers create an individual academic intervention plan for ELL students' success and achievement through consultation with the homeroom teachers, related service providers and support staff.

Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. Students The use of ESL strategies, scaffolding, classroom libraries in English, as well as the use of ESL Standards, are all an integral part of the instruction of our ELLs.

Instruction is differentiated for ELLs with severe disabilities and more adapted books need to be added to the classroom libraries. Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP.

At P141K, the two ELLs who are in inclusive education receive flexible programming with non disabled peers. The students are accompanied to the classess wth a paraprofessional who offers academic support while in the classroom of non disabled peers.

### 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

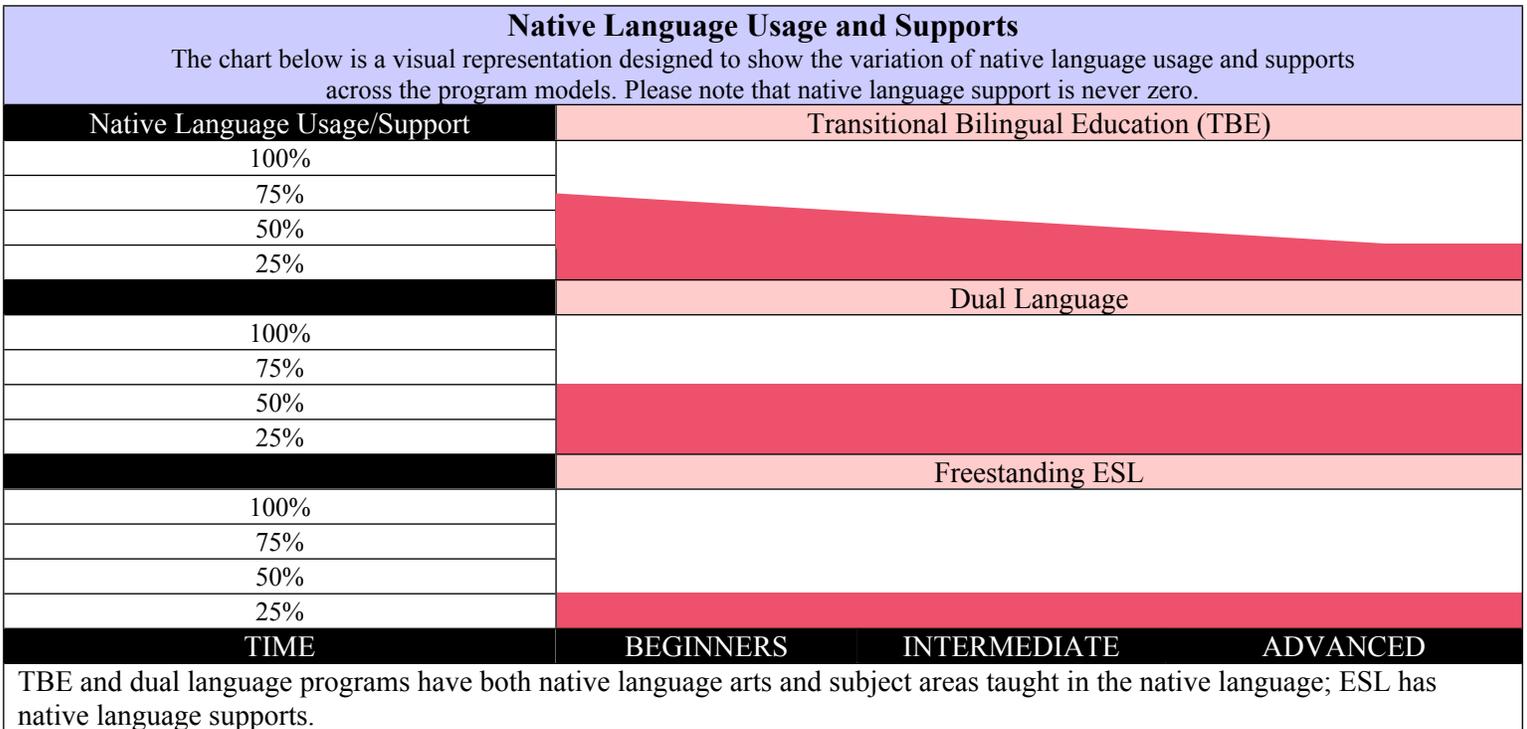
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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
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



## 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

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, and graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology and augmentative communication devices paired with Mayer Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in Alternate Assessment additional instructional support. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

Through the Federal Title III program grant, we will be offering after school and Saturday workshops to parents and students of ELLs. Such workshops will be informative and interactive. Parents will participate in workshops to better assist their children at home with home work and topics learned at school, and students will have instructional classroom support by a certified special education and or bilingual teacher.

Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP.

At this time, no programs/services for ELLs will be discontinued, but ELLs will have the opportunity to participate in the Title III Saturday program which is a supplemental language enriching program occurring on five Saturdays in 2012. This program will invite all ELLs to participate in additional instruction for four hours per each Saturday. The sessions will have carefully designed lessons that address language acquisition and academic enrichment. ELLs will be invited to the program with a letter explaining the details, written in their native language as well as with a phone call to the home. The school at P141K invites all students to events and keeps them informed by communicating with the home in their native language via phone calls or written materials.

ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds.

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities to support learning, assessments, standards, and achievement of goals.

We will offer communication in ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. ESL instruction will follow the NYSESLAT

Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. Correspondence in the Native Language in both written and verbal form, a buddy system, peer tutoring, and Title III Saturday Academy participation will be offered to each student. At P141K, District 75, we do not at this time, have a Jump Start program. Language electives are not offererd to our students . Required service support such as speech and language therapy, occupational and physical therapies are offered in the student's native langauage if stated on ther IEP. Students will be grouped according to their IEP classification, grade level and native language. For example, if a student's IEP states that he must have group Bilingual Speech therapy they will be grouped according to their age/grade.

### 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

At this time there is no dual language program at P141K.

### 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 \

During the 2011-2012 school year, P141K's professional development plan for all staff including assistant principals, counsleors, speech therapists, Occupational therapists, Physical therapists, teachers, paraprofessionals, secretaries, psychologists, family workers and school aides, who provide services to ELLs will be included in the following: Jose P Training offered by the district in November 2011 and January 2012. They will learn strategies and methods such as the delivery of TPR (Total Physical Response), scaffolding, the Language Experince Approach, and the development of graphic organizers. Staff participation will be recorded on form # 8 of the P141K ELL Compliance Document. Professional development instruction will include CALLA Instruction in September 2011, training on the Assessment of Basic Language and Learning Skills (ABLBS) in October 2011 The Language Experience Approach in February 2012, Total Physical Response in March 2012, Strategies and Materials for Alternate Placement Instruction in April 2012, NYS ESL Standards in May 2012, and The Adaptation of ESL Materials for the Education of ELLs with Severe Disabilities in June 2012. Staff who provide services to ELLs will receive support as the students transition from one school level to another and they will also discuss student progress, famliy involvement and methodologies that work best for each student. In addition, our homeroom teachers and ESL teacher will work collaboratively in sharing best practices and methodologies with the school community. Records of attendance will be maintained through a staff sign in sheet which will be stored in the administrators office.

## 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

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

P141K partners with community organizations at monthly PTA meetings and after school and Saturday workshops. Such organizations are Sinergia, Inc. QSAC and YAI . Materials are available in parent's Native language as well as interpreting services as needed. An evaluation form is offered at the conclusion of each meeting as well as at the end of the Title III Saturday workshop in an attempt to address the needs of the 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)	4	5	3	3		8	2	12	12	0	2	0	0	51
Intermediate(I)								2	1					3
Advanced (A)														0
Total	4	5	3	3	0	8	2	14	13	0	2	0	0	54

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	3	2	6	8	1	6	7	7	1	2	0	1
	I							1						
	A													
	P													
READING/ WRITING	B	1	3	2	6	8	1	6	7	7	1	2	0	1
	I							1						
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

Paste response to questions 1-6 here

All students, except for one, of all the ELLs at P141K are in alternate assessment. At P141K, we use the NYSAA, Brigance, VORT and SANDI assessment with our students, including the ELLs. The Brigance, VORT and SANDI are hand scored by the teacher who works with the student. The Brigance, VORT and SANDI assess a continuum of behaviors and skills. They contain observable traits referred to as behavioral characteristics. These assessment results are very helpful to the classroom teacher from one year to the next as it can describe the behavioral functional level of the student in a classroom setting. Upon reading these non standardized assessments for each child, teachers can make choices of how to adapt curriculum to meet the individual needs of each child in their classroom. The NYSAA (New York State Alternate Assessment) tool is scored by the state and measures academic functioning in the areas of Math, Science, Social Studies and ELA. By February of each year the test documents are delivered to the state and by April the score results are available. Scoring is based on a rubric of 1-4, 4 being the highest and 1 being the lowest. ELLs scored comparable to their monolingual peers in alternate programs. As we examine the patterns across the four NYSESLAT modalities, speaking is the strongest followed equally listening and reading with writing being the weakest modality. After analyzing this information, teachers will emphasize writing tasks during instruction.

In 2011 4 ELLs participated in the Science and 0 students completed the Social Studies NYSAA, while 38 were assessed in Math. 38 students in the spring of 2011 were assessed with NYSAA ELA. Grade levels are determined by NYS according to the birth date of each student. Amongst the 4 ELLs who participated in the Science assessment, scores are as follows: Grade 9; one scored a 2, one scored a 1 and two scored a 2. For NYSAA Math Grade 4; the one student scored a 3. Grade 5; three scored a 2, one a 3 and three scored a 4. Grade 6; four students scored a 1, three a 3 and five scored a 4. Grade 7; two students each scored a 3 and five scored a 4. Grade 8; one student scored a 2. Grade 9; two students scored a 3. Grade 12; one student scored a 3. For the NYSAA ELA assessment scores are as follows: Grade 4; the one student scored a 4. Grade 5; students scored a 1, a 2, one a 3, and four a 4. Grade 6; two students scored a 3 and ten scored a 4. Grade 7; three students scored a 3 and four scored a 4. Grade 8; one scored a 3. Grade 9; both students scored a 1.

The eighth grade student who is assessed with state tests, scored a 1 in ELA and a 2 in Math, taking the test in the Spring of 2011.

All students who were evaluated with the LAB and LAB-R scored as Beginners and all the students, except one who took the NYSESLAT in the spring of 2011 scored in the beginning range. This one student received a score of intermediate. Scores on LAB and LABR are consistent with that of the NYSESLAT. All the ELLs at P141K who are in the Alternate Assessment program are not participants of the NYS Periodic Assessments in ESL.

The assessment of the programs for ELLs is assessed during the NYSESLAT which is given each spring. In addition, the ESL students will be assessed once each quarter with a teacher made checklist that addresses the goals on the IEP for each child. Such checklists evaluate each students individual skills and needs and the teacher will direct instruction to meet the needs of each students needs.

### 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: 141K

School DBN: 75K141

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/31/11

School Name: 141K

School DBN: 75K141

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		10/31/11
	Parent Coordinator		10/31/11
	ESL Teacher		10/31/11
	Parent		10/31/11
	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		10/31/11
	Coach		10/31/11
	Coach		10/31/11
	Guidance Counselor		10/31/11
	Network Leader		10/31/11
	Other		1/1/01

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

**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.**

*We used data from the school demographics and the accountabilities profile, home surveys prior to child's admission into school, outreach via home telephone calls by the PA Executive Board and when necessary, home visits by our family worker.*

- 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.**

*Spanish is the prominent language for translation and interpretation within the P141K organization, specifically at PS380. The findings were reported to the school community via the Parent Coordinator's school's newsletter. At P141K there are approximately 80 parents who speak another language other than English in the home. Such languages include Urdu, Arabic, Yiddish, Polish, Bengali, Chinese, Albanian, Greek and Russian. Materials will be translated as needed into these languages by using the DOE Office of Language and Interpretation.*

#### **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.**

*P141K dual language staff members have been given a calendar of the upcoming school events and functions. They will translate all in-house written correspondences between the school and home for the entire school community. Members of our PA Executive Board will*

*provide additional assistance. Also, we have and will continue to use DOE Office of Translation and Interpretation Unit. We will provide oral interpretations from English to Spanish, Urdu, Arabic, Russian, Polish Bengali, Chinese, Albanian, Greek and Yiddish at various meeting and workshops. Selected staff such as counselors, paraprofessionals, teachers and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.*

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

*We will provide translations from English to Spanish at various meetings and workshops, selected staff and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit. We will provide oral interpretations from English to Spanish, Urdu, Arabic, Russian, Polish, Bengali, Chinese, Albanian, Greek and Yiddish at various meeting and workshops. Selected staff such as counselors, paraprofessionals, teachers and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.*

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>

*P141K will obtain from DOE website information in each of the covered languages. Whenever scheduled IEP meetings, Parent/Teacher Conferences, PA Meetings and other school-related functions are held, we will access the services of DOE Office of Translation and Interpretation Unit and/or our own qualified staff. We will provide information on the Parents Bill of Rights and Safety Plan for students through written and oral interpretation in Spanish, Urdu, Arabic, Yiddish, Polish and Russian as well as any other languages that parents may speak.*