



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BROOKLYN TRANSITION CENTER 373K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K373

PRINCIPAL: REGINA TOTTENHAM

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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
Regina Tottenham	*Principal or Designee	
Pamela Jackson	*UFT Chapter Leader or Designee	
Lori Rosenfeld	*PA/PTA President or Designated Co-President	
Brian Williams	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, there will be improved teacher use of targeted instructional strategies aligned to the student IEP's as evidenced by increased student engagement measured by low-inference observations.

Comprehensive needs assessment

- Review of student data binders from 2011 – 2012 demonstrated work at Level 1 or Level 2 according to Webb's Depth of Knowledge indicating the need for more rigorous instruction.
- According to the 2012 Quality Review, there is a need to "increase the consistency of rigor to ensure that there is an emphasis on developing higher order thinking skills ...in order to challenge all learners"
- A review of ARIS data from 2011 – 2012 indicated that 4% of teachers were ineffective, 25% developing, 69% effective and 3% highly effective, evidencing the need to improve instructional practices to improve student outcomes.

Instructional strategies/activities

- A) strategies/activities that encompass the needs of identified student subgroups:
- By September 2012, Administrative cabinet will create a schedule of teacher observations and collaborative administrator/ teacher meetings for the purpose of providing meaningful feedback and strategic pedagogical planning, based on the FFT rubric.
 - Teachers will engage in self-reflection regularly via
 - a) ARIS Learn self assessment (October 2012, May 2013)
 - b) Completion of a FFT aligned Professional Growth Plan (Nov., Feb, May)
 - c) ARIS TEP reflective feedback, and content of Mid Year and End Year conversations
 - Cohort meetings will be conducted weekly, and will include focused FFT study for the purpose of improving instructional practice. Results will be recorded into ARIS communities.
 - Professional development will be provided in a differentiated and targeted manner based upon review of teacher competencies (Monthly) and review of PGP's in Mid Year and End Year conversations.
 - Formal and informal observations will be conducted throughout the year, recorded in ARIS and feedback meetings will emphasize strategies for pedagogical improvement.
- B) key personnel and other resources used to implement these strategies/activities:
- Administrative team
 - Curriculum committee
 - Teachers
 - School-based coach
 - Related service providers
 - Paraprofessionals
- C) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
- Administrative meetings will be conducted after each observation with specific feedback for improvement
 - Professional growth plans will be reviewed with teachers to determine targeted professional growth needs

- Targeted professional development based on needs assessment will be conducted
- D) timeline for implementation:
- Teacher observations will be conducted September – June 2013
 - Professional Growth Plan – November 2012
 - Walk through quarterly (November, January, March, May)
 - Student Learning Portfolio review (February, June 2013)
 - Teacher evaluations will be recorded in ARIS in January and June, 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. Parents will be provided with individual assessments on a quarterly basis along with other pertinent school information. Flexible meeting times for School Leadership Team and PA meetings will be scheduled where information will be disseminated.

Budget and resources alignment

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

If other is selected describe here: TEP per session money; D75 Professional Development funds; Race to the Top per session; modified school schedule

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).
- TEP per session will be used for intensive administrative analysis in TEP
- D75 PD will be used to improve pedagogical practice
- Race to the Top will be used to strengthen pedagogical practice and improve student growth
- Modification of school schedule will allot time for TEP rubric study
- Tax Levy monies will be used for instructional supplies to ensure students' instructional needs are met

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, there will be an increase of students articulating into a less restrictive environment and a decrease in the number of students receiving related services in order to improve post-secondary outcomes as measured by a 10% increase of students articulating into a less restrictive environment and a 5% decrease in the number of students receiving related services.

Comprehensive needs assessment

- Review of student outcomes from June 2012, reflected a correlation between the number of related services students' received with more restrictive post-secondary outcomes.
- Per the 2012 Learning Environment Survey, parents and students indicated the need for greater opportunities for independence.

Instructional strategies/activities

- A) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Develop a criterion-based rubric to identify students for participation in inclusionary, and other less restrictive settings (October, 2012).
 - RS providers will conduct evaluations to assess goals and mandates of students receiving services and make recommendations to families as appropriate (October – June, 2013)
 - Transition teachers will conduct monthly case conferences with families to review related services
 - During bi-weekly Pupil Personnel meetings, related service staff will review service mandates and make recommendations, as necessary.
 - IEP meetings will emphasize transitional plans for increasing independence (September – June)
 - Class ratios will be reviewed by the Administrative Cabinet for possible conversion to less restrictive environments. (February, 2013).
- B) key personnel and other resources used to implement these strategies/activities:
- Administrative team
 - High School Teachers
 - Transition Staff
 - Pupil Personnel Team
 - Related Service Providers
 - Parents
 - Job Developer
 - Coaches
- C) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
- Transition teachers will conduct monthly case conferences with families to review related services.
 - Pupil Personnel will meet bi-weekly and make recommendations
 - Related service staff will review service mandates and make recommendations.
 - Teachers will meet with parents at regularly scheduled IEP meetings and other conferences.
 - Professional Activity menu will include opportunities for membership on teacher-based recommendation committee.
 - Therapeutic Intervention Team will create and review criteria for increased behavioral independence.

D) timeline for implementation:

- Development of criterion-based rubric (October, 2012)
- Related service evaluations (October – June)
- Pupil Personnel meetings (bi-weekly)
- IEP meetings (September – June)
- Administrative cabinet reviews (bi-monthly)

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.
Parents will be provided with individual assessments on a quarterly basis along with other pertinent school information. Flexible meeting times for School Leadership Team and PA meetings will be scheduled where information will be disseminated.
Parents will participate in IEP meetings and make collaborative decisions and will work with teachers in an accurate completion of Vocational Assessment surveys

Budget and resources alignment

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

If other is selected describe here:

Title III monies; ; D75 Professional Development funds; Race to the Top per session; modified school schedule

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).
- Title III monies used for translations, as necessary
- D75 PD will be used to improve pedagogical practice
- Race to the Top will be used to strengthen pedagogical practice and improve student growth
- Modification of school schedule will allot time for meeting and planning for LRE
- Modification of school schedule will allot time for parents by extended the school day, as necessary
- Tax Levy monies will be used for instructional supplies to ensure students' instructional needs are met

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, students will demonstrate improved mastery of targeted skills as evidenced by successful completion of individualized and appropriate CCLS-aligned tasks documented in Student Learning Portfolios and a 5% increase in SANDI ELA and Math performance indicators.

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.
- Results of 2012 NYSAA show a 4% drop in Math scores and a 7% drop in ELA scores.
- 2012 Quality Review cites the need to “build upon the practices of differentiated instruction so that all students are appropriately challenged with rigorous tasks to accelerate levels of achievement”.
- 2012 Quality Review cites the need for continued development of systems to measure progress towards meeting interim and long term progress.
- Review of student data binders from 2011 – 2012 demonstrated work rated at Level 1 or Level 2 according to Webb’s Depth of Knowledge, indicating the need for more rigorous instruction.

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:
 - Administration will provide support via Professional Development on Standards-based instruction (November, June, weekly cohort meetings)
 - Common planning time will be allotted to teachers for the development of assignments that are standards aligned (weekly).
 - Teachers will collaborate to design appropriate SLP’s for each student in his/her respective subject area (weekly)
 - Students will be assessed in SANDI (September, May) to determine progress.
 - Administration will review student progress through observations, MY/Eoy Reviews, SLP review (Ongoing)
 - Newly revised IEP weekly tracking form will be used to measure progress on a weekly basis.
 - The pilot of one cohort will utilize IEPpal to track student progress.
 - The pilot of one cohort will utilize FAST to monitor SANDI progress with IEP goals.
 - B) key personnel and other resources used to implement these strategies/activities:
 - Administrative Team
 - Teachers
 - Data Team
 - IEP Coordinator
 - Parents
 - Related Service Providers
 - Coaches
 - Professional Learning Communities (PLC)
 - 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 will collaborate to design appropriate SLP's for each student
- Common planning time will be allotted to teachers
- Students will be assessed in SANDI (September, May) to determine progress
- IEP weekly tracking form will be used to measure progress on a weekly basis and make informed decisions
- Pilot of IEPpal and FAST by volunteer teachers.

D) timeline for implementation:

- Professional Development on Standards-based instruction (November, June, weekly cohort meetings)
- Common planning time (weekly)
- SANDI (September, May) to determine progress
- Administrative observations (ongoing)
- Review of SLP's (February, May)
- IEP weekly tracking, IEPpal, FAST (weekly)

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. Parents will be provided with individual assessments on a quarterly basis along with other pertinent school information. Flexible meeting times for School Leadership Team and PA meetings will be scheduled where information will be disseminated. Parents will participate in IEP meetings and make collaborative decisions.

Budget and resources alignment

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

If other is selected describe here:

Data Inquiry Team Funding; D75 Professional Development funds; Race to the Top per session; modified school schedule

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).
- D75 PD will be used to improve pedagogical practice
- Data Inquiry Team funding will allow time for Team to meet and evaluate student work
- Race to the Top will be used to strengthen pedagogical practice and improve student growth
- Modification of school schedule will allot time for Professional Learning Communities

- Tax Levy monies will be used for instructional supplies to ensure students' instructional needs are met and for the Purchase of SANDI

	with autism Balanced Literacy: Comprehensive, structured reading methodology	Small group and 1:1	During the AM literacy block– 5X weekly
Mathematics Equals Attainment Explore Math Eden Curriculum Unique	Equals: Modified K-12 math curriculum with hands-on materials Attainment: Math program with picture symbols Eden: Math program with picture symbols designed for students with autism Unique: A standards-based curriculum designed for special learners incorporating all content areas	Small group and 1:1 instruction – 4X weekly	During the math block
Science HIV/ AIDS Curriculum Health/ Sex Ed Curriculum Eden Attainment Health Growth & Development Unique	HIV/AIDS curriculum supports instruction in prevention of STD's and HIV/ AIDS Health/ Sex Education curriculum provides lessons in promoting good health and safe sexual behaviors Eden: Science curriculum specifically designed for students with autism Attainment: Heath sex education curriculum with picture symbols Unique: A standards-based curriculum designed for special learners incorporating all content areas	Small group instruction	During the science period 2X weekly
Social Studies CMVI – Transition Center Wave Curriculum CDOS/ ADL Syracuse Curriculum Unique Overcoming Obstacles Life	Community Based Vocational Instruction (CBVI), The Career Path & Travel Training Programs provide students with vocational instruction during the school day – Wave Curriculum – a vocational curriculum stressing skills	small group and 1:1 small group and 1:1	3 -5 X weekly 3 -5 X weekly

<p>Skills</p>	<p>needed to improve vocational outcomes Career Development and Occupational Studies curriculum and instruction in Activities of Daily Living support the life skills/ vocational program during the school day Syracuse Curriculum – a comprehensive functional and vocational curriculum Unique: A standards-based curriculum designed for special learners incorporating all content areas Overcoming Obstacles Life Skills Program: comprehensive curricula to engage students in motivational activities and lessons focused on communication, decision-making and goal setting in career exploration</p>	<p>small group and 1:1 instruction</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) PBIS, Intensive Counseling/ Guidance, LSCI, TCI, BIP</p>	<p>Intensive counseling/ guidance, Life Space Crisis Intervention, Therapeutic Crisis Intervention, Positive Behavior Intervention Strategies are provided in sessions Behavior Intervention Plans - Individual Behavior Plans written for students based on SWIS, OORS and anecdotes.</p>	<p>1:1 and small group instruction As needed</p>	<p>As needed</p>

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.

Administration will conduct informal and formal assessments throughout the year based on a research-based rubric. Teachers will perform self assessment in ARIS. Teacher Professional Growth Plan and Teacher Needs Assessment Plan will determine differentiated needs for professional development. Collaborative Inquiry team work will be conducted weekly. Inter-visitations will be scheduled.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Mr. Gary Hecht/Mr. K. Louissaint	District 75	Borough Brooklyn	School Number 373
School Name The Brooklyn Transition Center			

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

Principal Ms. Regina Tottenham	Assistant Principal Mr. Roger Greenidge
Coach Ms. Joyce Lacerra	Coach type here
ESL Teacher Ms. Amercy Shields	Guidance Counselor type here
Teacher/Subject Area Mr. Joseph Aguiar/Biling. Sp.	Parent Yajaira Marte
Teacher/Subject Area Mr. Felix Valentin/Biling Sp.	Parent Coordinator Ms. Tisha Lamb
Related Service Provider Ms. Santa Grillo-Amuroso/Bi.GC	Other type here
Network Leader Mr. Ketler Louissaint	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	320	Total Number of ELLs	72	ELLs as share of total student population (%)	22.50%
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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. 

At P373K English language Learners (ELLs) are identified by the careful examination of various student records. We begin this process by consulting our schools computerized student records data system, namely Automate the Schools (ATS). A number of reports are run. These include, but are not limited to, RADP, LAB-R, REXH, HISE, RLAT, RYOS, RDGS and RLER. The CAP (Child Assistance Program), another electronic student record system is also consulted to help identify ELLs.

In addition the students' files are examined for the existence of specific documents such as the existence of Home Language Identification Survey (HLIS). IEPs are also checked in order to help determine the students' mandates. Student's Home Language is already determined by the time they reach our school. In those cases where students are entering the school system for the first time, one or both of our fully-certified Spanish Bilingual teachers, Mr. Felix Valentin and Mr. Joseph Aguiar administer(s) the HLIS. Prior to the administering of a formal initial assessment, an informal initial interview in English and in the Native language is conducted in order to help determine the student's home language. Again, these interviews are conducted by our fully certified Spanish Bilingual teachers. For those students requiring the LAB-R, this test must be administered to them within ten (10) days of entering school. If a student does poorly on the LAB-R, and their Native language is Spanish then they will be given the Spanish LAB. When necessary, the tests are administered by our fully-certified ESL teacher, Ms. Amercy Shields.

Each year the New York State English as a Second Language Achievement Test is administered to all ELLs. This includes not only those students mandated for Bilingual and ESL services, but also those ELLs who are required to be served as per their IEPs. ELLs, all of whom are given the NYSESLAT, are identified again by consulting ATS reports, such as, RLER, RDGS, REXH, HISE and RHSP. In addition, CAP (Child Assistance Program) is consulted in helping to identify ELLs. The NYSESLAT is administered collaboratively by our fully certified Bilingual teachers and our fully certified ESL teacher. A schedule of testing is devised by our Bilingual/ESL pedagogues to ensure that all students are tested in all four modalities. If a student is absent for one or modality his/her absence is noted and every effort is made to administer that modality(-ies) within the range of prescribed dates.

Parents are apprised of the fact that the programs offered at P373K are a Transitional Bilingual Education program and a Freestanding ESL program with a Push-in /Pull-out model. This is done during the initial parent orientation done at the beginning of the school year. This orientation is facilitated by our, the P373K liaison, the schools two (2) fully certified Bilingual teachers, our ESL teacher and as many member of LAP committee as possible. Parents are advised of the schools instructional program for their children.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	4	14	18
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	4	14	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	72
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	32

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	4		4	4		4	10		10	18
Dual Language										0
ESL	13		13	19		19	22		22	54
Total	17	0	17	23	0	23	32	0	32	72

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												4	14	18
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	4	14										

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	3	8	34	46
Chinese										1			1	2
Russian														0
Bengali														0
Urdu													1	1
Arabic													1	1
Haitian												1	2	3
French														0
Korean														0
Punjabi														0
Polish												0		0
Albanian														0
Other													1	1
TOTAL	0	2	3	9	40	54								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

373K has two self-contained Spanish Transitional Bilingual Education classes. One of these is in our main building the other is full-time at a community-based worksite. Each of the TBE classes is made up of students of mixed proficiency levels. Instruction is differentiated to address the instructional needs of students with different proficiencies. Our ESL program is comprised of (3) three different groupings based on proficiency levels and follows a Push-in /Pull-out model. Teachers consult IEPs and other records when student enters school. In addition, teachers do an informal assessment of students in their Native Language, which as in the case of P373K, is Spanish. Teacher-made tests are administered in the content areas of Reading, Math, Science and Social Studies. These tests are administered in students' Native language by their respective Bilingual teachers.

Schedules are developed in a manner that permits the (2) bilingual teachers to provide at least the minimum number of units/wk in Native Language Arts and English Language Arts (ELA) instruction as required by CR Part 154. ELL students at the Beginning level of proficiency receive three (3) units i.e 540 min/wk. , students at Intermediate level receive two (2) units i.e. 360 min/wk. while students at the Advanced level receive one (1) unit i.e 180min./wk. and 180min./wk. of English Language Arts instruction. In each of our programs, the required number of instructional units/minutes are delivered. For explicit ESL, three (3)units/540 minutes are delivered to student at the Beginning level of proficiency, two (2) units/360 minutes for students at the Intermediate level and one (1) unit/180min for students at the Advanced level of proficiency. For students at Advanced level of proficiency, one (1)unit/180 minutes of ELA is provided. Native Language Arts is provided in provided in the following ratios based on proficiency: Beginning 60:40, Intermediate 50:50 and 25:75 ratios and based on 45 minutes instructional periods for the duration of each day. These units/minutes meet the weekly instructional requirements as per CR Part 154.

Content area instruction is provided as follows: a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: Language Experiences, the Natural Approach, Scaffolding Techniques and the use of graphic organizers. Content Area Instruction follows the NYS Content Area Standards. The W.A.V.E (Work, Achievement, Values & Achievement) curriculum is used to address the content area of Mathematics, Social Studies and Science This curriculum is used by both Bilingual teachers teachers as well as by the ESL teacher. The Ablenet "Equals" Mathematics Curriculum is used with Ells as well as their non-ELL peers. The instructional needs of our more severely disabled students in the content areas of Mathematics, Social Studies and Science are met through the use of the Unique curriculum. This curriculum is highly differentiated and sequential and allows for teachers to monitor progress made by students. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction. The materials used are age and grade appropriate and are of an eclectic nature. They come from various sources including Santillana, Benchmark, Rigby (On Our Way to English), National Geographic Theme Sets, teacher-made and differentiated materials as well as augmentative devices such as Dynavox and Big Mac.

At the present moment we do not have any SIFEs. Should we have any SIFEs at a later date, we would first provide an orientation of the school to the students and their families and plan for differentiated instruction to address their needs . Such a meeting(s) would be facilitated by the Bilingual and ESL team, classroom staff and members of the LAP committee. In addition, SIFEs and Newcomers are targeted for (AIS) Academic Intervention Services. The Unique curriculum, a highly differentiated instructional curriculum, is used with Newcomers (ELLs in US less than three (3) years). These students are also given the opportunity to benefit from peer-tutoring and after-school programs.

A. Programming and Scheduling Information

Our ELL students with disabilities whose IEPs mandate bilingual instruction, and whose Native language is not Spanish are assigned Alternate Placement Paraprofessionals. In addition, these students are provided ESL instruction by our certified ESL teacher to ensure that each student receives an appropriate program.

Another component of our instructional plan for SIFEs, is to draw heavily from the support provided by our (2) two Family Workers. One of these workers is fluent in English, Spanish, Haitian-Creole and French: the other is fluent in Spanish and English. Family Workers serve as a vital link between school, home and community. We know the importance of this linkage, since, more often than not, lack the facility with English language and as a result are unable to access vital services.

Students receiving service (4) four to (6) years are supported through a continuance of their ESL services, as per their IEP and in accordance with their proficiency levels as indicated on the NYSESLAT. ELLs having (6) six or more years of service, our long-term ELLs, are integrated into one of full-time community-based worksites where they job-train alongside adults who speak both their Native language and English. These students benefit from being in a work-based program where, in the performance of their training, they interact with worksite personnel, the majority of who share the same Native Language (Spanish).

P373K provides ESL (English as a Second Language) and Bilingual services to all ELL students as per their IEPs.

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

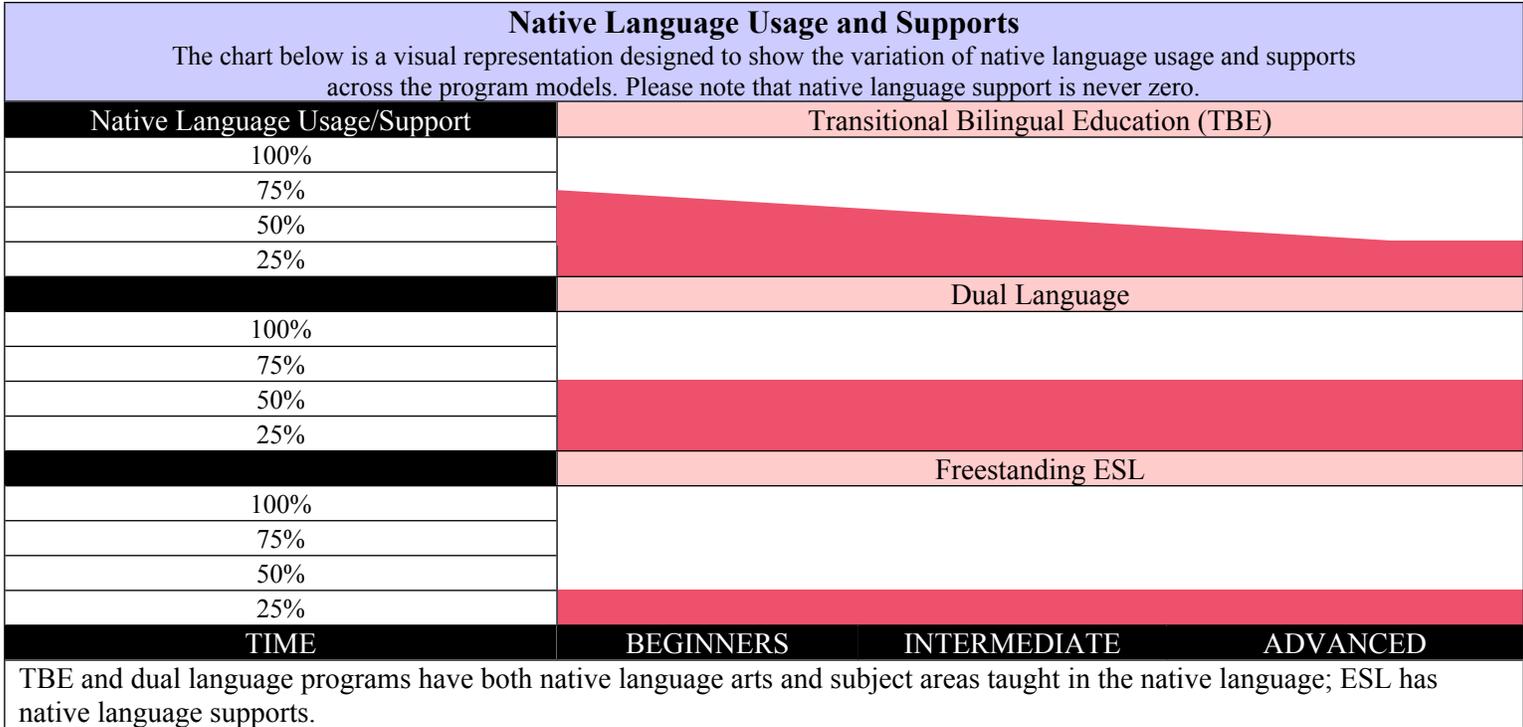
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



B. Programming and Scheduling Information--Continued

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

Interventions for ELLs in ELA will focus on vocabulary building in English language and increasing familiarity with frequently used idioms and phrases in the English language. Interventions in the Math will focus on Functional Math skills as part of students Vocational training. In the area of Science, the intervention will focus on Health Science and Nutrition. Finally, in the content area of Social Studies, the intervention will focus on improving students' knowledge and understanding of their immediate school and home environments and a better understanding of cultural differences. It must be noted that all four of these content areas, these intervention programs will be modified, based on students' Proficiency levels. Students reaching proficiency on the NYSESLAT are given a number of options, after the modification of their IEP. One of these options is placement in one of our monolingual classes including one of our four inclusion classes—two (2) high school inclusion and two (2) college inclusion, contingent on their ages. In addition, students over the age of eighteen (18) can attend one of six monolingual community-based worksites where they can pursue a variety of job-training opportunities. This move would lend them the transitional support they need prior to graduation. A third option is two (2) years of Academic Intervention Services (AIS) support, or ESL if the teacher's schedule permits. Additional options include participation in our school's Title III program, the CHAMPS after-school program and Tutoring. The afore-mentioned options can be accessed individually or in varying combinations in order to assist students' transition to a completely monolingual setting. The implementation of a Service Learning program is an improvement which will be considered for the upcoming school year. In addition P373K has plans to expand our Food Services and Custodial Training programs to appeal to those students who have an interest in these areas

P373K is looking at eliciting greater parent participation in the 2011-2012 Title III programs as a means of increasing the number of student participants. The Title III 2011-2012 program will be run as an after-school program on Wednesdays and Thursdays beginning in March. The theme will be "Standards-Based Content Instruction in Social Studies through Memoir-Writing" To this end, we invite parents in on an on-going basis to visit classrooms and develop a greater degree of comfort in their children's school setting. In addition, the employment of at least one bilingual staff to work in our CHAMPS after-school program is still under being pursued. Our school has committed to continuing the CHAMPS program. It will be run as an After-school program on Mondays and Wednesdays, beginning on Wednesday October 12, 2011.

ELLs receive the units of ESL instruction required by CR Part 154. 3 units for students at the Beginning level, 2 units for students at the Intermediate level and 1 unit for students at the advanced level, plus 1 unit Of English Language Arts. ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, the Natural Approach, graphic organizers, multisensory approaches and Scaffolding Techniques. The use of technology is incorporated to give students additional support.

Resources at P373K correspond to our ELLs of different grades and ages. Also, required services fully support these students.

Newly enrolled ELLs and their families receive an orientation of the school community. Newly enrolled students are provided with tutoring and the enrollment in a club that that will help support their adjustment to their new school. Students are paired with a "buddy" student to help in this process. In addition, there is an initial focus on the development of initial literacy in their native language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our professional development plan for teachers of ELLs includes topics such as Language Allocation Policy, Language Acquisition, Differentiated Instruction, Teaching across the Content Area and Memoir Writing. Teachers and paraprofessionals serving ELLs will also be supported by the district's instructional coaches. In addition, the school will ensure the attendance of bilingual, ESL and monolingual teachers and paraprofessionals at district city and state wide conferences and materials/literature fairs focusing on the education of ELLs. For the school year 2011-2012, three monolingual teachers in the respective areas of Math, Drama & Theatre Arts and Dance & Movement received the minimum 7.5 hrs of ELL training as per Jose P.

Our plan is to outreach to one or more BETAC centers to provide the mandated Jose P. training for additional monolingual pedagogues.

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?

Parent participation has remained stable when compared with the previous year. This is reflected in a review of staff-parent logs, sign-in sheets which show a consistent level of parental involvement for ELLs and the school as a whole. Staff who share a Native Language with families, e.g. Haitian Creole, Arabic and Urdu are invited to translate at meetin. If this is not possible P373K outreaches to the DOE Office of Translation and Interpretation Services to provide these services.

Each year P373K sponsors a school-based Career/Transition Fair. Community Based Organizations and adult service agencies are invited in to apprise students and their families of available services. Our schools Parent Coordinator works to help coordinate Career/Transition fair ensuring that a representative fluent in the native languages of our ELLs are present at this Fair. This allows us to better serve the needs of ELLs and their families. This year's fair is planned for early March, 2012. Care is taken to invite organizations and agencies best suited to address the needs of the ELL population. Parents attending this fair will have access to the full range of services being offered.

In addition parents are invited to attend and participate in our school's Title III program alongside their children. Here, they can improve their literacy and technology skills and work towards academic English language acquisition for the entire family.

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)										5	3	5	52	65
Intermediate(I)												2	3	5
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	5	3	7	55	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											2	4	26
	I										2	1	6	19
	A												5	4
	P												1	
READING/ WRITING	B										3	2	8	48
	I												1	7
	A													
	P													

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

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

NYS Science

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0		
Integrated Algebra	0	0		
Geometry	0	0		
Algebra 2/Trigonometry	0	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and Geography	0	0		
US History and Government	0	0		
Foreign Language	0	0		
Other				
Other				
NYSAA ELA	10	10		
NYSAA Mathematics	10	10		
NYSAA Social Studies	10	10		
NYSAA Science	10	10		

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

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

Seventy (70) students took the Spring (2011) NYSESLAT test. On the modalities of Listening and Speaking, thirty-two (32) students scored at the Beginning level; twenty-eight (28) scored at the Intermediate level and six (6) at the Advanced level. While one (1) student scored Proficient.

On the modalities of Reading and Writing, sixty-one (61) students scored at the Beginning level while eight (8) scored at the Intermediate level. This pattern suggests that the modalities of Reading and Writing are most in need of attention. To this end, P373K will invest in instructional planning and materials that target improvement in these modalities. At present, Inclusion teachers have been using Scantron as Periodic Assessment tool for ELLs in these programs. This helps teachers not only to identify areas of strength and areas in need of improvement but to chart overall progress as well. Native language is encouraged and supported in a way towards achieving academic English Language.

For the school year (2011-2012) again ten (10) ELLs were Data-folioed. All ten (10) ELLs scored 4s in the Content Areas of Mathematics, English Language Arts, Social Studies and Science.

These scores indicate that ELLs are doing as well or better than their non- ELL peers. An examination of results by ELL pedagogical staff i.e the P373K ELL liaison, Bilingual and ESL teachers as well as this school's Administration, reveal a pattern of students scoring better on the Listening and Speaking modalities of the NYSESLAT than on the Reading and Writing modalities. In this regard, they perform no differently from their non-disabled peers when compared. The success of ELLs is evaluated through students' increase facility with academic English Language. This can be seen when students increase their usage of the English language during the course of their daily routines.

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: 373K

School DBN: 75K373

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Regina Tottenham	Principal		10/24/11
Roger Greenidge	Assistant Principal		10/24/11
Tisha Lamb	Parent Coordinator		10/24/11
Amercy Shields	ESL Teacher		10/24/11
Yajaira Marte	Parent		10/25/11
Joseph Aguiar/Sp.Bil.	Teacher/Subject Area		10/24/11
Felix Valentin/Sp Bil.	Teacher/Subject Area		10/24/11
Joyce Lacerra	Coach		10/24/11
	Coach		1/1/01
Santa Amuroso/Bil.G.C.	Guidance Counselor		10/24/11
Ketler Louissaint	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75K373 School Name: 373K

Cluster: 755 Network: 5

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

Part A: Needs Assessment Findings

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.

At the time of admission, the student records are examined for evidence of the Home Language Interview Survey in helping to determine the students Home Language. Students and their parents are interviewed and complete a comprehensive intake form. We elicit from the parents and guardians the language spoken at home. For those parents unable to visit the school, outreach is done by telephone. If this fails, we rely on our two family workers to visit the home. As a final resort, we refer to the child's IEP. After having determined the home language, plans are made accordingly for written and oral communication. At this time, we serve students whose home languages are; Spanish, Haitian-Creole, Urdu and Arabic. We use DOE documents and other DOE resources to help with translation into the identified home language. Contact is made with the Office of Translation to translate all school notices, newsletters and interview forms when staff is unable to provide this service.

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.

P373K uses official translated DOE documents when provided. We also use our Alternate Placement paraprofessionals and other staff who are fluent in the identified language to provide oral as well as written translation to parents. Outreach is made to the DOE when providing this service becomes a hardship. These efforts are reported in the minutes of the School-Leadership team. At present we have nine (9) parents whose preferred language is Spanish; one (1) Haitian-Creole; (1) Urdu and one (1) Arabic. With regard to the Spanish-speaking parents, we utilize our staff (teachers and multi-lingual Family workers) to address any written and oral translation when the need arises. In addition, our school continues to utilize our School Messenger calling service to notify parent of absences and lateness. on a daily basis as well as significant events and unforeseen emergencies, such as, emergency school closings and the likes. At present the calls are made in English and Spanish. We currently utilize the services of Alternate Placement paraprofessionals in the languages of Haitian-Creole, Urdu and Arabic to make calls to parents who speak these respective languages. This information is continually

shared with parents at School Leadership and Parent Association meetings.

Part B: Strategies and Activities

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

P373K's written translation services are provided by either staff members or parent volunteers. We currently have pedagogues and toher staff members who are fluent in the languages of Spanish and Haitian Creole. In addition have have two Alternate Placement paraprofessionals who are fluent in the respective languages of Arabic and Urdu. When there is no one available, our school's Parent Coordinator contacts the DOE for help with written translations. To ensure the timely provision of translated documents to parents, languages are targeted based on advanced knowledge of such a need.

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.

P373K will provide oral interpretation services for parents through staff and parent volunteers. In those instances where we do not have a staff member or parent volunteer fluent in the identified language, outreach is made to the Department of Education's Office of Interpretation and Translation to provide assistance in this area.

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>.

Parents will be informed monthly through the school's automated school messenger calling service, mailings and written communication given to students. The P373K Safety Plan will be shared with School Leadership Team and the parent Association. P373K's administration will work with the Parent Coordinator to ensure that each family is provided with a copy of the Parents Bill of rights. Interpretation notice signs will be visibly posted.