



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** P396K

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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
Nira Schwartz-Nyitray	*Principal or Designee	
William Gliem	*UFT Chapter Leader or Designee	
Frank Williams	*PA/PTA President or Designated Co-President	
Dana Middleton	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Raylene Charles	Member/Parent	
Marcia Cumberbatch	Member/Parent	
Cindy Jackson	Member/Parent	
Tahesha Kelley	Member/Parent	
Leslie McCall	Member/Teacher	
Lois McEwan	Member/Teacher	
Carmen Rodriguez	Member/Parent	
Robert Williams	Member/Teacher	

\*\* 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.

**All students will demonstrate a 5% gain from Fall baseline in ELA/Literacy/communication skills as evidenced by the student appropriate formative assessment administered in June 2013.**

### **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.

This continuing goal is based on the needs cited in the previous 2 Quality Reviews for more rigorous and cohesive curriculum implementation across grade levels and classrooms.

### **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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

The following steps and strategies will support the achievement of this goal:

- Purchase of the UNIQUE curriculum for all classes
- Teacher cohorts create units of study for each grade band that connect CCLS/CIE units with UNIQUE curriculum.
- Teacher cohorts develop corresponding rubrics for each unit of study.
- All students are assessed using SANDI (reading, writing, communication and math) in Fall, Winter, Spring to track student growth.
- Supplemental programs such as SMiLE, DEAR, Equals will continue to be implemented.
- Imbedded UNIQUE monthly assessments used to monitor progress within curriculum strands for each student on a monthly basis.
- Teachers and administration review data and revise instructional strategies as warranted.

### **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 are involved in this goal through:

- Regular homework assignments,
- Parent/teacher conferencing and progress reporting,
- Parent workshop sessions on a range of topics that support curriculum area growth (i.e. communication devices, homework strategies)
- Parents attend the culminating "mini-museums" or performances throughout the year.

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- 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 funds purchase curricular materials.

Instructional (common core) funds purchase SANDI assessment.

Careful scheduling allows for common planning time for teacher work in cohorts.

Careful scheduling allows for monthly class team meetings so paraprofessionals can learn about the curriculum initiatives and implementation in their classroom.

Assistant Principal assignments allow for development of expertise and focused support to teachers.

Related Service Providers are included in PD and planning.

Resources sought to improve printing and copying capabilities within the school.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, there will be improved teacher analysis of student achievement data leading to more precisely targeted instruction, resulting in an increase in IEP goal mastery, which will be measured by teacher completed student checklists.**

### **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.

The 2011 – 12 Quality Review identified (5.3) as an area for improvement as follows: Refine the process of creating, utilizing and improving interim benchmarks throughout the school for measuring progress towards school and student goals in order to accelerate learning. Without...regular checkins, the administration lacks information on how the school is progressing..."

### **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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

The following steps and strategies will support the achievement of this goal:

- SANDI purchased for all students
- SANDI interim created in school data base for Winter administration
- Administrators track monthly UNIQUE assessments by student, class and sub-groups
- Administrators meet with teachers to review monthly progress data and strategize adjustments to instruction for increased achievement
- Teachers analyze students' performance data monthly.
- School developed IEP goal mastery tracker system revised for greater ease of use and quick information downloads.
- School will participate in the Teacher Effectiveness Program this year.
- Teachers will be designated as members of the TEP Team
- TEP Coach will support administrators in mastering the TEP protocols for teacher observation, feedback, documentation and data analysis
- Each teacher will be provided with timely, targeted feedback to improve instruction throughout the school year
- Develop school wide PD Plan for TEP
- Teachers will participate in general professional development on the Danielson FFT as per the PD Plan
- Teachers will be directed to participate in differentiated PD based on the data from TEP feedback
- ARIS site will be arranged for the school to utilize TEP tab.
- Data Team members will work to refine school data systems to more clearly capture student progress.
- Administrative cabinet will review student achievement data monthly.
- Administrators will guide teachers in student achievement data analysis to adjust and refine instruction.

**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 are involved in this goal through:

- Parent/teacher conferencing and progress reporting,
- Participation in IEP conferences,
- Parent workshop sessions on a range of topics that support curriculum area growth (i.e. communication devices, homework strategies)
- Parents attend the culminating “mini-museums” or performances throughout the year.
- SLT is trained regarding TEP.

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- 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 funds purchase curricular materials.

Instructional (common core) funds purchase SANDI assessment.

Careful scheduling allows for common planning time for teacher work in cohorts.

Careful scheduling allows for monthly class team meetings so paraprofessionals can learn to collect data on student performance, become familiar with IEP goals.

Assistant Principal assignments allow for development of expertise and focused support to teachers.

Data Team/Data Specialist develops and monitors data systems, organizes and prints needed reports monthly.

DoE is providing \$4,000 to be used to support TEP activities such as extended hours for administrators to complete feedback, conduct data analysis and for the TEP Team to meet after regular school hours.

This process is highly time intensive. It requires careful scheduling of Assistant Principals’ time.

Data team meeting times scheduled.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, there will be an increase in students' positive social behaviors as evidenced by increasing performance on the positive behavior matrices.**

#### **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.

The 2010 – 11 Quality Review Report recommended: develop structures...that foster school wide coherence around policies and practices. This was not included as a recommendation in the 2011 – 12 Review, because the impact of the program was significant in addressing the need. We are continuing and expanding the focus so we can maintain our achievements and expand to other need areas.

#### **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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

The following steps and strategies will support the achievement of this goal:

- creation of 3 partial compensatory time positions to form a PBIS team rather than a single PBIS lead teacher
- continue regular meeting schedule for grand committee, subcommittees
- continue regularly scheduled teacher cohorts twice per month
- conduct parent workshops regarding PBIS implementation and home carry over
- create additional matrices and corresponding “cool tools”
- teachers schedule PBIS mini lesson as regular period (and use “Cool tools” to support lessons)
- refine student rewards and staff recognition components of program
- continue “orange team” to support students and staff who need more than a general rubric to participate
- develop “red team” to support staff and their students with extreme behavioral needs through FBAs, BIPs, classroom revision, staff training
- use googledocs data collection to monitor student rewards earned and staff recognition
- staff member trained as TCI leader
- TCI held at school; enroll large cohort of Crisis Management Paraprofessionals.

#### **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 are involved in this goal through:

- Parent workshop sessions on PBIS and home continuation of strategies

- Reports to parents regarding students weekly CREST earning.

**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: Vocational Shop/Store has generated funds into GSF that can be used to purchase toys and other items as rewards for CREST exchange.

**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 funds will be used to:

- compensate 3 PBIS team members for additional hours outside the school day (per session) to ensure fidelity of PBIS program
- purchase incidental consumables such as special paper, laminating sheets, etc.
- purchase items for staff recognition events
- support coverage/subs for PD attendance (i.e. TCI).

## **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 August 2013, there will be an increase in student independence in completing school tasks, as evidenced by a 3% decrease in the need for additional supports.**

### **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.

Along with a call for greater academic rigor, both the 2010 – 11 and 2011 – 12 Quality Review Reports emphasized the importance of moving students to work and achieve at more independent and challenging levels. It was noted that some, but not all, classes integrated the services and resources available to achieve that. This goal addresses both coherence from class to class, and greater independence for 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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

The following steps and strategies will support the achievement of this goal:

- Principal will meet with Related Service Providers to guide progress toward less restrictive service mandates.
- SEC/SEIS will be monitored to track related service mandates.
- IEP Coordinator will provide PD to Related Service Providers.
- Assistant Principal will meet with 1:1 Paraprofessionals to guide progress toward less restrictive service mandates.
- Creation of “Red Team” and continuation of “Orange Team” support decreasing need for CMPs.
- Enrolling CMPs in TCI increases their skill in shaping student behavior
- SEC/SEIS will be monitored to track 1:1 mandates.
- IEP Coordinator will provide PD to teachers regarding IEP mandates.
- Teachers will review IEP mandates for support and related services during cohorts to assess progress and determine appropriateness of LRE movement, with guidance from APs.
- Principal will meet with PA and parent workshop attendees to explain value of LRE movement for related and support services.
- Class team meetings will address students readiness to move to a less restrictive related or support service
- SBS Psychologist will work with staff to draft modified mandates based upon evaluations

### **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 participate in workshops, IEP meetings during which mandates are modified.

**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).

Careful scheduling will allow for class team meetings, related service providers' meetings.

Funds (tax levy) for coverages to conduct IEP meetings.

Position allocated for IEP/Related Service Coordinator.



**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	UNIQUE program supports students on 3 levels with adapted instructional materials. DEAR supports and encourages independent reading. SMiLE supports literacy acquisition for special populations.	UNIQUE and DEAR are flexible and can be used individually and as small group. SMiLE is done individually.	Throughout the school day.
Mathematics	UNIQUE imbeds math in all units. EQUALS is more in-depth adapted math program aligned to CCLS.	Flexible programs can be done individually or in small group.	Throughout the school day.
Science	UNIQUE imbeds science in all units.	Flexible programs can be done individually or in small group.	Throughout the school day.
Social Studies	UNIQUE imbeds social studies in all units.	Flexible programs can be done individually or in small group.	Throughout the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	NONE		

### 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.

The school follows a three step process in recruiting and hiring the best candidates for specific teacher vacancies. Using New Teacher Finder, District referrals, contact with teacher preparation programs, and received resumes, potential candidates are invited to an open house. After the Principal gives an introduction and overview, candidates tour the school and have open dialog with a few current teachers. Candidates are brought in to conduct a demonstration lesson and interviewed by an administrator. Feedback is gathered from the class staff present during the demonstration and administrator feedback.

Current staff are given multiple avenues for in-service professional development.

- The school has 9 different cohorts in which teachers participate. The cohorts' work focuses on: strategies that are effective in the classroom to increase student success, teachers' curriculum mastery, teachers' specific program implementation (TEACCH, Day in the Life..., GRTL, etc), links between PBIS and curriculum/instruction, utilizing assessment/data to develop student goals and lesson plans, integrating technology to support curriculum, development of CCLS/CIE units of study and rubrics.
- External D75 coaches continue to support the school in the areas of IEP/SESIS, vocational, alternate assessment, and inclusion.
- Staff are enrolled in various external Professional Development workshops offered outside the school. Enrollment is based upon teacher interest combined with administrative advisement.
- Weaker staff are provided with action plans customized to their needs.

This range of PD opportunities is related to the information gathered through the TEP observation cycle, and is designed to ensure all staff are engaged, current in their skills, and providing the best instruction for each student.

**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>Mr. Arthur Fusco</b>	District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>396</b>
School Name <b>Ramone E. Betances</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Nira Schwartz- Nyitray</b>	Assistant Principal <b>Keisha McCoy - Dailey</b>
Coach <b>Hope Ffrench</b>	Coach <b>type here</b>
ESL Teacher <b>Esther King</b>	Guidance Counselor <b>Amsel Powell</b>
Teacher/Subject Area <b>Graciella Boyce- Bilingual</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Daphne Valentin- Bilingual</b>	Parent Coordinator <b>Linda McKenna</b>
Related Service Provider <b>Ashok Mavinakere</b>	Other <b>type here</b>
Network Leader <b>Arthur Fusco</b>	Other <b>type here</b>

### 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>0</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>263</b>	Total Number of ELLs	<b>50</b>	ELLs as share of total student population (%)	<b>19.01%</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

LAP Committee:

Nira Schwartz-Nyitray – Principal, Keisha McCoy – A.P., Hope Ffrench – Coach, Graciella Boyce – Bilingual, Daphne Valentin-Bilingual, Amsel Powell – Guidance Counselor, Linda McKenna – Parent Coordinator, Ashok Mavinakere – Speech, Arthur Fusco – Network Leader, and Esther King – ESL

ELL Identification Process

Initial screening of ELLs is done at the CSE level, they administer (1) the Home Language Identification Survey (HLIS) and (2) LAB-R if an ELL is identified. When the student is admitted to P396K there is collaboration between the CSE at P396K and the intake team which is comprised of the parent, the Parent Coordinator (Ms. McKenna), Family Worker (Ms. Middleton), translator (if necessary), the Intake Coordinator (Ms. Horwitz) and the school nurse. If the HLIS and the LAB-R were not administered by the CSE both are administered at P396K by the ESL teacher, Ms. King within the mandated ten days. Our Parent Coordinator, Ms. McKenna, also supports our ELLs by administering and organizing the HLIS. In addition, the ESL teacher conducts informal oral interviews when necessary. If a translator is required one is provided. The HLIS is also reviewed by the Assistant Principal, Ms. McCoy and once approved the LAB-R is administered and sent to the testing depot. Once the students' IEP is received, the IEP coordinator, Ms. Rutledge, reviews the student's mandates inclusive of ESL and Bilingual mandates. The student is then placed in a Bilingual class or a Freestanding ESL program. Annual assessment for the student includes (1) NYSESLAT, which is administered in the spring of each school year, and (2) NYSAA (Alternate Assessment) which is administered from October through mid-February of each school year. Our above mentioned ESL and Bilingual teachers work in conjunction with our A.P., Ms. McCoy to coordinate, evaluate, and execute the NYSESLAT process each year.

Parent Community Involvement:

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. As indicated above, if the HLIS is not completed at the CSE level the Parent Coordinator or the ESL teacher at P396K administers the survey. Ms. McKenna, the Parent Coordinator, offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. The Parent Coordinator host weekly training sessions which consist of the following: Best Practices, after school programs, Saturday Bilingual program, SSI, etc. The Parent Coordinator is responsible for providing the coordination of translation services for bilingual parents.

The Intake Coordinator, Ms. Horwitz, schedules individual appointments for parents to tour P396K. The coordinator, explains the various bilingual programs to the parents (translation is available), allowing parents to visit various classrooms and view the programs. The intake coordinator reviews the students' IEP with the school principal and they select the best setting for the students. Currently we

have two (12:1:4) Spanish Bilingual classes and 1 ESL teacher who works in a Freestanding ESL program (push-in/pullout).

At the school level we have weekly parent meetings with specific topics and guest speakers to address the needs of both ELLs and their parents on an ongoing basis. Parents are provided with a translator (if necessary). The P396K school family also host mini museum function; the ESL and Bilingual teachers are expected to contact parents and invite them to all school functions. In addition, students, staff and parents collaboratively prepare monthly hands-on activities which are presented to the school community. Our P396K goal is to continue to increase parent outreach and participation by offering parents continued training throughout the school term.

## 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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	29
SIFE	0	ELLs receiving service 4-6 years	12
		Special Education	50
		Long-Term (completed 6 years)	9

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		
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	Total
TBE	29		29	12		12	9		9	50
Dual Language										0
ESL										0
Total	29	0	29	12	0	12	9	0	9	50

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	4	4	1	1	4	5	2					24
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>1</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</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								
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>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

# 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

During the 2011-2012 school year, P396K will serve a total of 50 ELLs which is 19.01% of the total population of 260 students, at the main site and the offsite, P289. The two 12:1:4 Spanish Bilingual classes are self-contained and the ESL services are all Pull-Out. The heterogeneous Bilingual classes travel as one whole group throughout the day. The uncertified ESL teacher provides her services in a separate location within a classroom (pullout) or provides (push-in) services in classrooms that have the highest number of ELLs. The ESL teacher is continuing to work on obtaining New York State certification. The ESL teacher works collaboratively with each teacher in the building to create students SMART IEP goals.

The cultural breakdown is as follows: 61.9 % of the students are African American, 24.1 % Hispanic / Latino, 4.8 % Asian or Native Hawaiian / Pacific Islands, 8.5 % Caucasians and .7 % American Indian. Thirty - eight of the 50 ELLs are in classes with 12:1:4 ratio, one in inclusion and eleven students are in classes with 6:1:1 ratio. There are zero students in Standardized assessment; all 50 ELLs are mandated for Alternate Assessment. Twenty students are in Elementary grades and thirty students are in Middle grades. The languages spoken by the 50 ELLs are the following: 33 students speak Spanish, 9 students speak Chinese, 2 student speaks Haitian Creole, 3 students speak Bengali, 2 student speak Urdu 1 students speak Arabic. The grade levels for the 50 ELLs are as follows: 1 student is in Kindergarten, 6 students are in Grade 1, 4 students are in Grade 2, 6 students are in Grade 3, 3 student is in grade 4, 6 students are in Grade 5, 7 students are in grade 6, 12 students are in Grade 7, and 5 student is in Grade 8.

Implications for Instruction:

The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using ESL and NLA Standards, are all an integral part of the instruction of our ELLs. Results of the Spring 2011 NYSESLAT and 2010-2011 NYSAA results for ELLs indicate a need for more activities in Reading, Writing, English Language Arts, Mathematics, Science and Social Studies. The introduction of the Unique curriculum (for all students this school year) which is standards-based, with a major focus on Science, Social Studies, ELA and Mathematics, with a profile and assessment, which level all students (Levels I, II and III). The levels create activities which meet the specific functioning levels of our 12:1:4 and 6:1:1 students. The curriculum, Unique is aligned to the Alternate Grade Level Indicators (AGLIs) of NYSAA, so that the AGLIs are taught as part of the daily instruction for all students, including the ELLs. In addition, age and grade level materials are incorporated into all aspects of our Alternate Assessment classrooms.

Transitional Bilingual Program:

The school day is made up of eight periods that are 50 minutes each which totals 400 minutes. Our TBE program is composed of two

## A. Programming and Scheduling Information

Spanish Bilingual classes totaling 24 students: 2 bilingual/Spanish classes (elementary and middle school). Based on the student's proficiency in both language and academics which places them as beginners their ratio for instruction is 60:40, students receive instruction in all subject areas, including a minimum of four discrete periods of NLA. All TBE students receive the mandated number of minutes as per C.R. Part 154, which is 360 minutes of ESL, for students at the beginning ESL level. The two bilingual teachers assigned to these classes, are NYS certified/ NYC licensed with the exception of the ESL teacher who is working toward obtaining certification. In the Alternative Assessment program teachers adapt the instruction to the students' individual needs. The two Bilingual teachers schedule consist of the following: Breakfast, Sensory Block, ESL, Lunch, Math (Native Language), Life Skills, Science (Native Language), Social Studies (Native Language), Computer, Library. The Bilingual teachers attend ELL's Cohort meeting with the district coach and the Assistant Principal. In the Cohort meetings we have discussed Differentiated Instruction, Lesson Plans, Intervention Programs and the new ELL program; SANDI assessment, Unique curriculum, Imagine Learning and Voyager. The new SANDI assessment helps teacher create IEP goals and our Imagine Learning program is an intervention program for the following content areas: ELA, Math, Sequencing, Matching, Reading Comprehension and Phonic Awareness, it is in its 2<sup>nd</sup> year in the bilingual classes.

English as a Second Language: All students in bilingual classes receive 360 minutes of mandated ESL instruction as required by CR Part 154 for ESL students at the beginning and intermediate proficiency level. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices such as Big MAC's paired with Mayor Johnson symbols, computer programs, adapted switches and Unique curriculum are incorporated to give students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The students who have obtained proficiency on the NYSESLAT will be provided with AIS (Math & ELA) instructional support for up to two years.

Native Language Arts: All students in bilingual classes receive 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as De Canciones a Cuentos, Elefonetica, and Pan y Canela. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combing the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the student's native language, including those adapted by teachers to meet the needs of students with severe disabilities.

English Language Arts: Students at the advanced level will receive 1 unit of ELA and 1 unit of ESL. 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.

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. For K-8 students at the beginning and intermediate levels of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching. The use of technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instructionka

Newcomers, SIFE, Transition Plan, Long Term ELL and Extension of Services: These students receive support from a paraprofessional, tutoring, a buddy student, development of initial literacy in their native language, and a nurturing environment to facilitate language production. Transition Plan: students who no longer require Bilingual or ESL services because they have tested at the proficient level of

## A. Programming and Scheduling Information

the NYSESLAT, will be supported for up to two years with ESL (if scheduling permits) and AIS services (ELA and math support) once placed in a monolingual class. Long term ELL students/Extension of Services students: are supported through using AIS, Instructional Technology, small group instruction and project arts enrichment.

### 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	During the 2010-2011 scho		
Social Studies:			
Math:			
Science:			

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Freestanding ESL Program:

Our ESL program is composed of 26 ELLs, including 8 students whose IEPs indicate ESL only and 10 students in Alternate Placement. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. ESL is provided by our ESL teacher through a combination of push-in and pullout models of instruction.

ESL Instruction:

ELLs at the beginning level of ESL are required to receive 2 units of ESL (360 minutes) as per CR Part 154. All of our ELL are beginners. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the various languages, backgrounds, needs and strengths of our ELLs. Intervention strategies that will be used with ESL students are: The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, TPR as well as utilizing graphic organizers. The use of technology i.e. a computer, digital camera, recording devise etc. will be incorporated to give the student additional instructional support. Multi- sensory and multicultural ESL materials (software/ books) will be incorporated throughout all aspects of instruction. The classroom library will also be used to give the student a variety of books of all levels that reflect the background, needs, strengths and Languages of ELLs. When the ESL teacher does push-in instruction into the classroom she often will collaborate with the classroom teacher in advance of the lesson during common prep periods. During pullout instruction sessions, the ESL teacher will once again collaborate with the teacher on specific areas of instruction, and work on specific curriculum activity that is aligned to what the students are working on in the classroom. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction:

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. In addition, our licensed ESL teacher uses the push-in model in part of her program to further support the implementations of using ESL to teach through the content areas. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, 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 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.

English Language Arts:

Students at the advanced level will receive 1 unit of ELA and 1 unit of ESL. Literacy instruction for ELLs follows the NYC's Balanced

Literacy Program which is supported by multicultural library books, monthly mini museum functions, hands-on technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities.

### **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

N/A

### **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

Professional Development:

Professional development topics for teachers of ELLs include: Strategies and Materials for Native Language instruction, the NYS ESL and NLA standards, Balanced Literacy for ELLs, the teaching of ESL through Content Areas: Math, Science, Social Studies and Literacy. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternate Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. The ELLs will be receiving a new ESL program, Imagine Learning. This program will provide differentiated instruction, student data, systemic instruction, feedback, family involvement and numerous professional development opportunities. The professional development will be held for teachers, paraprofessional and parents. They will each receive a schedule to attend the professional development workshops.

The ESL teacher participates and facilitates some professional development for our ELLs staff. She facilitates how her push in and pull out instruction occurs throughout the course of the day. In addition, she collaborates with classroom teachers during IEP conferences. P396K's teachers and paraprofessionals serving ELLs are also 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 focusing on the education of ELLs.

## 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

Parent Community Involvement:

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator (Ms. McKenna) at P396K offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. At the school level we have weekly parent meetings with specific topics and guest speakers and parents are provided with a translator (if necessary). Our goal is to increase parent outreach and participation by offering parents continued training throughout the school term.

# 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	1	9	6	7	10	14	5					56
Intermediate(I)														0
Advanced (A)														0
Total	0	4	1	9	6	7	10	14	5	0	0	0	0	56

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		4	1	9	6	7	10	14	5				
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	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					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				
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**

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.

Patterns in proficiency:  
 Results of the 2011 NYSESLAT showed the following in Listening and Speaking: (1) Kindergarten student was a beginner, (4) first graders scored as beginners, but (3 out of 4) received invalid scores, (1) second grade student scored as a beginner but (1 out of 1) scored invalid, (9) third graders scored as beginners but (9 out of 9) received invalid scores, (6) fourth graders scored as beginners but (6 out of 6) scored invalid, (7) fifth graders scored as beginners but (5 out of 7) scored invalid, (10) sixth graders scored beginners but (4 out of 10) scored invalid, (14) seventh graders scored as a beginner but (11 out of 14) scored invalid, (5) eighth graders scored beginners but (1 out of 5) scored invalid. An invalid NYSESLAT score is obtained when students do not complete one or more subsections of the exam. Due to global cognitive delays as well as invalid NYSESLAT scores, we have classified our ELLs who obtained invalid NYSESLAT decisions as functional beginners.

### 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  
 During the LAP process we have evaluated our program needs. Staffing, materials, and programs are meeting the needs of our ELLs. We have begun to create an ESL schedule to cluster the students with Alternate Placement paraprofessionals by age range and disability in order to facilitate ESL services. Currently we are locating a large area for our ESL teacher, Ms. King.

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nira Schwartz- Nyitray	Principal		1/1/01
Keisha McCoy - Dailey	Assistant Principal		1/1/01
Linda McKenna	Parent Coordinator		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Esther King	ESL Teacher		1/1/01
	Parent		1/1/01
Daphne Valentin	Teacher/Subject Area		1/1/01
Graciela Boyce	Teacher/Subject Area		1/1/01
Hope Ffrench	Coach		1/1/01
	Coach		1/1/01
Amsel Powell	Guidance Counselor		1/1/01
Arthur Fusco	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75K396 School Name: P396K

Cluster: \_\_\_\_\_ Network: 4

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

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

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

The Home Language Identification Survey (HLIS) is completed by our parents at the school level if and when it was not completed during the initial intake process at the Committee on Special Education (CSE). The information obtained from the HLIS is entered into ATS as the parents' home language. The school reviews incoming students' IEP's for parent language and also sends home an informal parent survey at the start of the school year that tabulates the parents' preferred language for receiving written communication. Students that arrive throughout the school year will continue to be checked for home language as per HLIS, ATS, and IEP. All of these documents are carefully reviewed and data is noted for future reference regarding written and oral communication to students' homes. All future communication is done in native language in either letter form or verbally through the phone by way of an alternate placement paraprofessional who reads and speaks the students' native language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

All parents receive written information about upcoming events and ongoing student needs in English as well as the native language. Parents are always informed in a timely manner and are aware of all events that are taking place at the school level by the notices that are sent home as well as follow-up telephone calls. The Parent Coordinator and Family worker record the language needs of our parents and keep staff/parents informed of issues/concerns resulting from communication needs by way of school to parents and vice versa. Translation services are provided by staff members e.g., bilingual teachers and paraprofessionals, Pupil Accounting Secretary, and Alternate Placement paraprofessionals daily and at weekly parent meetings. The parents of the 56 ELLs receive notices in their native language/s: 35 parents receive Spanish communication, 9 parents receive notices in Chinese, 4 parent in Bengali, 1 parent in French, 1 parents in Yemen, 3 parents receive notices in Pakistani, 1 parent receives Punjabi, and 2 parents receive notices in Haitian Creole. All of our parents need written

translation as well as oral interpretation services.

## **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.

Parents that require written language assistance services will receive translation from in-house bilingual teachers, or any designated school staff who can either write or speak the parents' native language via letter or by phone. We have staff members who are able to translate school documents into the following languages: Spanish, Creole, French and Cantonese. Our parent coordinator, Linda McKenna, has also utilized online translating websites (e.g., Babelfish.) to translate documents. Translations for school wide documents in languages for which we are unable to provide a written translation by an in-house staff member are usually done by the Translation and Interpretation Unit via e-mail. In order to ensure timely provision of translated documents, the letters are typically sent out a minimum of a month in advance of the planned event to the NYC DOE 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.

Parents that require oral language interpretation services will work with a designated staff member who speaks the parents' home language by telephone and/or in person. We have staff members who are able to translate school documents into the following languages: Spanish, Creole, French and Cantonese. We provide in-house oral interpretation services to parents for the following: school conferences, social events, PTA meetings, and IEP meetings. Parents are also invited to attend all school conferences, social events, PTA meetings, and IEP meetings with an interpreter of their own choosing. Should an emergency arise, for which it is not immediately possible to translate a notice, parents will be contacted via telephone in their native languages.

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>.

P396K will post at the main door and by the security desk a sign in each of the eight covered languages detailing where the main office is and how to obtain notification of their rights regarding timely translation and interpretation services. Copies of key documents, such as the Parents Bill of Rights can be found in the Parent room on the first floor of our main site, all parents have access to this room. Furthermore, we provide parents with a copy of the Parents Bill of Rights in a language that they can understand each September. The safety plan will state that all parents should have access to information in their native language and be able to reach the principal.