



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P771K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K771

PRINCIPAL: DENISE D'ANNA

EMAIL: DDANNA@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
<b>Denise D'Anna</b>	*Principal or Designee	
<b>Jonathan Belkin</b>	*UFT Chapter Leader or Designee	
<b>Jennifer Wagner</b>	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
<b>Annette Beale</b>	Member/Assistant Principal	
<b>Francesca Fernandez</b>	Member/Chairperson	
<b>Yezell Moore-Moody</b>	Member/UFT	
<b>Deborah Bain</b>	Member/Parent	
<b>Brenda Brown</b>	Member/Parent	
<b>Dal Johnston</b>	Member/Parent	
<b>Maria Leal</b>	Member/Parent	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2013 to increase student achievement in reading comprehension, standardized students in grades 3-8 will score a 5% increase in the scale score as evidenced by Performance Series**

### **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.

**Based on a comprehensive review of all summative and formative data available to the SCEP committee we have found that over the past few years,**

**P771K has made gains in ELA for students in Standardized Instruction Classes. A review of 2012 standardized test data indicates that approximately 56% of all students scored Level 2 or better in English Language Arts.**

### **PERFORMANCE TRENDS FOR NYS ELA Exam**

- **38%** of students in standardized instruction classes on grade 3 achieved a performance level of 2 or higher on the NYS ELA Exam
- **54%** of students in standardized instruction classes on grade 4 achieved a performance level of 2 or higher on the NYS ELA Exam
- **58%** of students in standardized instruction classes on grade 5 achieved a performance level of 2 or higher on the NYS ELA Exam
- **70%** of students in standardized instruction classes on grade 6 achieved a performance level of 2 or higher on the NYS ELA Exam
- **50%** of students in standardized instruction classes on grade 7 achieved a performance level of 2 or higher on the NYS ELA Exam
- **56%** of students in standardized instruction classes on grade 8 achieved a performance level of 2 or higher on the NYS ELA Exam

### **PERFORMANCE TRENDS FOR PERFORMANCE SERIES**

- **83%** of students in standardized instruction classes in grade 3 achieved at least a 21 point scaled score increase in Performance Series in 2011-2012.
- **25%** of students in standardized instruction classes in grade 4 achieved at least a 304 point scaled score increase in Performance Series in 2011-2012.
- **62%** of students in standardized instruction classes in grade 5 achieved at least a 101 point scaled score increase in Performance Series in 2011-2012.
- **71%** of students in standardized instruction classes in grade 6 achieved at least a 90 point scaled score increase in Performance Series in 2011-2012.
- **28%** of students in standardized instruction classes in grade 7 achieved at least a 185 point scaled score increase in Performance Series in 2011-2012.

**- 28% of students in standardized instruction classes in grade 8 achieved at least a 195 point scaled score increase in Performance Series in 2011-2012.**

As a result of a comprehensive needs assessment, walkthroughs are conducted by the principal and members of the Cabinet and School Leadership Team, analysis of data by members of the Facilitator's Team including the New York State Accountability Status Report (NYSTART) and data available on ARIS and ATS, and assessment of student work and portfolios, the school has identified the following priorities:

- P771K standardized instruction classes are in need of strategies to improve reading comprehension as evidenced by the Performance Series learning objectives. We are continuing our inquiry team focus and looking at all standardized students and assessing how we can increase their proficiency in English Language Arts.**

#### **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.

#### **Activities:**

- Staff will be given Common Core Learning Standards (CCLS) PD in which standards are dissected to make clear connections to expectations and the needs of students.**
- Students will use a common core aligned unit of study for each content area to reach targeted goals and objectives**
- Teacher plan and evaluation of the goal during collaborative Learning Community meetings**
- Facilitator's Team will target standardized assessment students and develop individualized plans to focus on specific skills and strategies to address needs from NYS assessments.**
- Teachers/Paraprofessionals will track student progress by using charts provided by Performance Series, Achieve 3000, and NYstart and develop next steps based on collaboration with students.**
- Teachers/Paraprofessionals will receive professional development in implementing the student objectives not met in Performance Series, Achieve 3000 and NYS assessments through their Learning Communities that meet once a month based on their needs.**
- Professional development will be provided to assist teachers in differentiating instruction for small groups based on the students' needs.**
- Collaborative Learning Communities work together to develop action plans and discuss strategies for students.**
- Academic Intervention Services will be provided for standardized students including Achieve 3000 and Kaplan.**
- IEP goals will be reviewed and revised as needed based on students' updated needs.**
- Portfolio checklists will be used to gather students' exemplary work and track progress.**

- **Parent workshops will be provided to enable home support with reading comprehension in the home. (home-school connections).**
- **Assistant Principal will be responsible for monitoring Academic Intervention Services and monitoring ongoing data trends.**
- **Data Specialist will be responsible for the collection of data and looking for trends across populations.**

**Target Population:**

- **Standardized students with emotional disturbances**

**Responsible Staff:**

- **All 12:1:1 Staff working with standardized students**

**Timeline:**

- **September/October 2012-baseline**
- **January 2013-2.5% increase**
- **May 2013-5% increase**
- **Student work and achievement is celebrated regularly within the class and after each unit of study**
- **Students will be assessed three times a school year in the Performance Series (October, January, May)**

**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.

**All parents/guardians are awarded the opportunity to participate in their child's learning experiences. Monthly professional development is offered by the Parent Coordinator along with specialists from each student populations and/or related service providers. P771K ensures parents are informed in their native languages. All materials are translated. Parents are invited to all P771K events including Dance Festivals, Best Practice Fairs, and school celebrations.**

**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:

- **Tax Levy instructional monies to purchase the Achieve 3000 program (\$14, 929)**
- **NYSTL monies will be used to purchase textbooks and library books**
- **Cost of per session rate for workshop presenters (\$41.00 X 100 hours = \$4,100)**
- **Tax Levy Children's first inquiry for per session for teachers (\$6,341)**
- **Tax Levy Children's first inquiry for per session for supervisors (\$1,318)**

- **Tax Levy Children’s first inquiry for per session for principal (\$440)**
- **Tax Levy Data Specialist (\$2,178)**

**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).
  - **Emotional Literacy Program**
  - **771k’s partnership with community based organizations including the Mill Basin Lions Club, Brooklyn.**
  - **Cooperative healthy active motivated positive students (CHAMPS)-opportunity beyond the school day for middles school students for fitness and support**

**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 student performance of expressive and receptive communication skills for students with autism as evidenced by a 8% increase in skills measured by Operants C, F and G of the ABLLS-R assessment.**

**Comprehensive needs assessment**

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

**P771K Alternate Assessment classes’ focus is to augment our teaching strategies so that the students in our school, who do not have the ability to use speech effectively, will be able to communicate their needs and wants in society. The SMiLE program, Edmark, and Unique will be implemented for students with autism.**

- **P771K alternate assessment teachers and speech therapist are focusing on picture exchange communication system (PECS) this school year to augment speech and language communication skills for students.**
- **P771K students with autism will be assessed using the ABLLS assessment.**
- **Based on ABLLS-R, 50% of students are at the beginners’ level, while 25% are at the intermediate and advanced levels, respectively.**

- **92% of students in the alternate assessment classes scored a level 3 and above the ELA section of NYSAA.**

**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.

**Activities:**

- **Goals and objectives as outlined in ABLLS will be implemented**
- **Teachers meet for ongoing PD in the effective use individualize instruction based on students' needs**
- **Professional Development focusing on reading and the academic needs of students with autism**
- **Teachers will receive professional development in how to effectively use of the SMILE program strategies for students who do not speak, read, or write and how to implement the five core instructional strategies:**
- **attention and imitation tasks: noun vocabulary, additional vocabulary including verbs, adjectives, and adverbs, simple sentences, short stories**
- **Facilitator's Team will target all students with autism and refer to ABLLS to provide strategies that will target areas of language**
- **Collaborative Learning Communities work together to develop action plans and discuss strategies for students.**
- **Students will use a common core aligned unit of study for each content area to reach targeted goals and objectives**
- **Teachers/Paraprofessionals will continue training and visitations on the use of the SMILE program in different settings**
- **Support for lesson planning to target individualized students' needs within the classroom setting.**
- **Assistant principal will be responsible for monitoring the SMILE program**
- **Teachers will receive professional development on how to use the Edmark reading program to increase sight word reading abilities for students with autism.**
- **Teachers will review data on student Edmark performance and discuss next steps for students to increase their generalization of reading sight words.**
- **Students will have a communication system that addresses their needs and assists them in meaningfully using language (i.e.: PECs, Vocal Mand Training, etc).**
- **Teachers will use the Unique program to enhance lessons**
- **Data Specialist will be responsible for the collection of data and looking for trends across the population.**

**Target Population:**

- **Students with Autism**

**Responsible Staff:**

- **All 6:1:1 Staff working with students with autism**

**Timeline:**

- **September/October 2012**
- **February 2013- 10% increase in acquired skills**
- **May 2013- 15% increase in acquired skills**
- **Student work and achievement is celebrated regularly within the class and after each unit of study**
- **Students will be assessed three times a school year in the ABLLS (September, February, May)**

**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.

**All parents/guardians are awarded the opportunity to participate in their child's learning experiences. Monthly professional development is offered by the Parent Coordinator along with specialists from each student populations and/or related service providers. P771K ensures parents are informed in their native languages. All materials are translated. Parents are invited to all P771K events including Dance Festivals, Best Practice Fairs, and school celebrations.**

**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:

- **Tax Levy instructional monies to purchases supplies required for the ABLLS program(\$300)**
- **Tax Levy instructional monies to purchase the Unique program (\$1,592)**
- **Tax Levy Children's first inquiry for per session for teachers (\$6,341)**
- **Tax Levy Children's first inquiry for per session for supervisors (\$1,318)**
- **Tax Levy Children's first inquiry for per session for principal (\$440)**
- **Tax Levy Data Specialist (\$2,178)**
-

**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).

**Programs and Collaborations:**

- **Emotional Literacy Program**
- **P771K's partnership with community based organizations including the Mill Basin Lions Club, Brooklyn.**
- **Getting Ready to Learn program (GRTL)**

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

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

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

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

**By June 2013, there will be improved student performance in ELA (reading, writing, communication development) skills for students with intellectual disabilities and multiple disabilities through the use of targeted instructional strategies to indicate an increase of 8% over the baseline as measured by the SANDI assessment.**

#### **Comprehensive needs assessment**

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

**P771K Alternate Assessment classes' focus is to augment our teaching strategies so that the students in our school, who do not have the ability to use speech effectively, will be able to communicate their needs and wants in society. The Unique program will be implemented.**

- **programs supporting students cognitive and multiple disabilities will be using the SANDI assessment**
- **92% of students in the alternate assessment classes scored a level 3 and above the ELA section of NYSAA.**

#### **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.

#### **Activities:**

- **Administrators attend overview of the S.A.N.D.I. program offered by D75 to be used with for students with varying disabilities who participate in alternate assessment classes.**
- **S.A.N.D.I baseline assessment will be administered to all students with varying disabilities at 329/98/236.**
- **Pre- assessments will provide information/data to craft I.E.P. goals**
- **Lesson plans will follow aligned curriculum to improve individualized skills**
- **Students will use a common core aligned unit of study for each content area to reach targeted goals and objectives**
- **Teachers meet to discuss/share while processing and mastering new material – during learning community meetings and common planning times and on the ARIS community.**
- **D75 Network meetings to review and analyze data in order to determine next steps**
- **Collaborative Learning Communities work together to develop action plans and discuss strategies for students.**

- **Teachers work with Administrators & coaches on site while implementing the SANDI**
- **SANDI will be used with the Common Core Standards in both ELA (Reading, Writing, Communication) and Math to align it with the CCLS and IEP goals.**
- **Teachers will input their data onto a network server in which they can view student data trends and identify IEP targets.**
- **Teachers will administer the SANDI assessment a second time during May 2013**
- **Teachers will use the Unique program to enhance lessons**
- **Data Specialist will be responsible for the collection of data and looking for trends across the population.**

**Target Population:**

- **Students with multiple disabilities**
- **Students with intellectual challenges**
- **Students with Autism (middle school)**

**Responsible Staff:**

- **All pedagogic and related service staff working with students in Alternate Assessment programs**

**Timeline:**

- **October 2012-baseline scores will be determined in ELA (Reading, Writing, Communication) will be measured using sandi-online.com**
- **January 2012- Learning Community Meetings will focus on targeting assessment areas within workshop model instruction.**
- **May 2013 -8% increase in cumulative scores in ELA (Reading, Writing, Communication) will be measured using sandi-online.com**
- **Student work and achievement is celebrated regularly within the class and after each unit of study**

**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.**

**All parents/guardians are awarded the opportunity to participate in their child's learning experiences. Monthly professional development is offered by the Parent Coordinator along with specialists from each student populations and/or related service providers. P771K ensures parents are informed in their native languages. All materials are translated. Parents are invited to all P771K events including Dance Festivals, Best Practice Fairs, and school celebrations.**

**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:

- **Tax Levy instructional monies for supplies and materials**
- **Tax Levy instructional monies to purchase the Unique program (\$1,592)**
- **Cost of per session rate for workshop presenters (\$41.00 X 100 hours = \$4,100)**
- **Tax Levy Children's first inquiry for per session for teachers (\$6,341)**
- **Tax Levy Children's first inquiry for per session for supervisors (\$1,318)**
- **Tax Levy Children's first inquiry for per session for principal (\$440)**
- **Tax Levy Data Specialist (\$2,178)**

**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).

**Programs and Collaborations:**

- **P771K's partnership with community based organizations including the Mill Basin Lions Club, Brooklyn.**
- **Getting Ready to Learn program (GRTL)**

**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	P771K students receive AIS services in ELA using the following programs: Wilson/Fundations highly structured remedial program that teaches the structure of language to students who may require multisensory instruction, Achieve 3000-web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests-, SMiLE-multi-sensory program and Language Builders.	These services are delivered in a one to one tutoring setting.	During the school day.
Mathematics	P771K students receive AIS services in Math using the following programs: Everyday and Impact Math games. Alternate students are using the Equals math Program and are taught based on their individual levels.	These services are delivered in a one to one tutoring setting.	During the school day.
Science	P771K students receive AIS services in Science using ELA strategies through Science content. Games, videos, and activities are included.	These services are delivered in a one to one tutoring setting.	During the school day.
Social Studies	P771K students receive AIS services in Social Studies using ELA strategies through Social Studies content. Games,	These services are delivered in a one to one tutoring setting.	During the school day.

	videos, and picture books are included. These services are delivered in a one to one tutoring setting during the school day.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	P771K students receive AIS services provided by the guidance counselor, the school psychologist, and social worker to one setting to support students' social emotional learning.	These services are delivered in a one to one setting to support students' social emotional learning.	During the school day.

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**At P771K, we use the following strategies and activities to ensure all teachers are HQT:**

- **Teacher Effectiveness Program (TEP) participation**
- **Use of Charlotte Danielson's Framework for Teaching to provide targeted feedback and develop goals for teachers**
- **Intervisitations among all teachers**
- **Mock Lessons presented by the Instructional Coach**
- **Participation in the District 75 CFI Achievement Team**
- **Attendance in District 75 workshops**
- **All teachers are a part of site based collaborative Learning Communities**



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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Gary Hecht/Arthur Fusco</b>	District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>771</b>
School Name <b>P771K</b>			

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

Principal <b>Denise D'Anna</b>	Assistant Principal <b>Annette Beale</b>
Coach <b>Francesca Fernandez</b>	Coach
ESL Teacher <b>Gouzalia Olson</b>	Guidance Counselor
Teacher/Subject Area <b>Marina Acumen</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Denise Ramos</b>
Related Service Provider	Other
Network Leader <b>Arthur Fusco</b>	Other

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>365</b>	Total Number of ELLs	<b>61</b>	ELLs as share of total student population (%)	<b>16.71%</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. 

The following procedures for the identification and placement of new ELLs are used for all new entrants at P771K: The LAB-R is administered to new entrants to determine eligibility for ESL services, following the administration of the HLIS at CSE level. However, if it has not been completed at CSE, our school site coordinators Polina Telerman (ESL Certified Bilingual Russian), Ellis Stephens, Margaret McCaffrey, Ayleen Rooney, and other bilingual pedagogues speaking Italian, Russian, Ukrainian, Polish, Yiddish, Spanish, Chinese, Filipino, Arabic, and Georgian languages, administer the HLIS and an interview in English and the Native Language. It is conducted as an informal discussion with parents in their native language about languages spoken at home, previous access to schooling, migration history and family circumstances, the student's strengths and interests, special needs and other related/potentially relevant information. A student is considered to have a home language other than English when one question (Part 1: Questions 1-4) indicates that the student uses a language other than English. Also, two questions (Part 1: Questions 5-8) indicate that the student uses a language other than English.

LAB-R eligible students are tested by our two fully certified Bilingual Russian ESL teachers Gouzalia Olson and Marina Acumen within the first ten days of initial enrollment. Service eligibility is determined by cut scores on LAB-R. Spanish speaking students, who do not pass the LAB-R, are administered the Spanish LAB in order to determine language dominance. In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by fully certified Bilingual Russian ESL teachers Gouzalia Olson and Marina Acumen to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ATS reports, such as RLER, RLAT are utilized to determine NYSESLAT, and LAB-R eligibility for those students who are already in the NYC Public School System. The Appendix H chart is used to determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their Individualized Education Program (IEP), are ungraded. The RNMR report is used to prepare a schedule for testing each of the four modalities on NYSESLAT. For all grade bands, the modality subtests are administered in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading. The Writing subtest is administered last and scored by certified ESL teachers who had special training in administering/scoring the NYSESLAT.

100% of our school population is special education including students with emotional disturbances, autism, mental retardation, and multiple disabilities. Decisions on program choices (Transitional Bilingual Education (TBE), Dual Language, Freestanding ESL) are made during the Educational Planning Conferences at the CSE level in conjunction with the parents of ELLs. Moreover, twice a year (in Fall and Spring), P771K holds orientations for parents/guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In these orientations, parents/guardians have the opportunity to receive materials about ELL programs in their home languages and ask questions about ELL services with assistance from an interpreter if necessary.

Currently, our school offers a Freestanding ESL program only. This offering has been directly aligned with parents' choice, where 100% of parents have requested such program for the last few years. However, in case our parents have selected a TBE/DL program for their child, P771K Parent Coordinator Denise Ramos works diligently to increase our outreach to other schools in District 75 to support parent choice and link parents to neighborhood resources, so that the parents will have the option of transferring their child to a school

within the district providing such program.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	0	0	0	0	0	0	0	0	0					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	61	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	61
SIFE	4	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	54	4	54	6	1	6	1	0	1	61
Total	54	4	54	6	1	6	1	0	1	61

Number of ELLs in a TBE program who are in alternate placement: 16

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	4	5	3	2	1	3						22
Chinese	4	1	2	4	1	2		1						15
Russian	1		1		2	1								5
Bengali				1				1						2
Urdu				1	2	1								4
Arabic				1	1			1						3
Haitian		1			1				2					4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		2	1	1		1							6
<b>TOTAL</b>	9	3	9	13	11	6	2	6	2	0	0	0	0	61

## 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?

ESL classes are provided by two fully certified ESL (K-12) teachers Gouzalia Olson and Marina Acumen through a combination of pull-out and push-in teaching models of instruction. ESL teachers are encouraged to conduct the push-in program model for their ELL population because of its effectiveness. As a result of implementing this model, ESL teachers continue to collaborate with the classroom teachers to make their lessons more meaningful and aligned with the ESL and ELA standards. ELL students are grouped homogeneously, according to their grade level within three consecutive grade levels, English language proficiency, as Beginning and Intermediate or Intermediate and Advanced, and IEP mandated service as: 12:1:1, 12:1:4, 8:1:1, 6:1:1.

16 (sixteen) students in Alternative Placement with the IEP recommendation for Bilingual services are supported by Alternate Placement Paraprofessionals who speak their native language and English, and at the same time the students receive ESL services from licensed ESL teachers in a pull out/push in program. Our Beginning and Intermediate level ELLs from grades K to 8 receive 2 units of ESL instruction for 360 minutes per week, and Advanced level students receive 1 unit of instruction for 180 minutes of ESL and 180 minutes of ELA per week as required by CR Part 154 (see chart above). Our staff ensures that the mandated number of instructional minutes is provided according to students' proficiency levels in alignment with school schedule.

For all ELL students content area is provided as follows: all subjects are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The instructional materials used in our classrooms are both age and grade appropriate: Benchmark content area leveled books, Rigby (On Our Way to English), National Geographic Theme Sets, teacher-made and differentiated materials, such as adapted books, graphic organizers, picture symbols, as well as augmentative devices, such as dynavox, Big Mac, and switches. Content Area Instruction follows the NYS Standards and Core Curriculum for Content Area teaching and Uniform Curriculum for Math.

To ensure that students meet the NYS standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Language Experience, Whole Language, Scaffolding Techniques, graphic organizers, and Cooperative Learning. The use of technology and augmentative communication devices are incorporated to give students additional instructional support.

Native language literacy for ELLs is supported by multicultural library books, as well as McGraw-Hill, Lakeshore Storytelling literature and multimedia in Spanish, Chinese, Russian, and French-Creole languages and the adaptation of literacy materials to meet the needs of students with severe disabilities. Content area teachers put more emphasis on team teaching along with the ESL teacher to help to identify

## A. Programming and Scheduling Information

students' need for extra language support. Our Alternate Placement paraprofessionals work in conjunction with the ESL teacher to improve students' literacy skills in their native language. Cooperative planning and professional development support during common prep periods with an ESL teacher, including all ELL teachers, and service providers ensure that the class program takes into account children's language needs; suggesting additional communicative language activities related to the classroom program; and alerting staff to resources available to support the language development of bilingual students.

To ensure that ELLs are appropriately evaluated in their native languages, our two ESL teachers along with the bilingual pedagogues administer Spanish LAB testing during the initial ELL identification process, followed by numerous evaluations done by our school bilingual psychologists (Spanish and Russian) in child's native language, using Wechsler Intelligence Scale for Children (WISC IV), Vineland Adaptive Behavior Scales, Vineland-II Teacher Rating Scale and Survey Interview Forms, and Children Autism Rating Scale (CARS) assessment methods.

ESL and Content Area Instruction is differentiated according to the specific needs of ELLs from different subgroups.

At the present time, four (4) students with Interrupted Formal Education (SIFE) are identified and appropriate placements are made with additional support from a buddy student, tutoring, AIS, and native language resources.

Newcomers (0-3 years of service) represent a majority of ELLs at P771K, consisting of 54 students. Since the beginning of a school year, IEP's have been reviewed, related and support services have been provided. Currently, they are supported through Title III Saturday tutoring, differentiated instruction, alternate placement paraprofessionals' assistance in their native language, and a nurturing environment to facilitate language production.

Those students with an extension of services who have been receiving ESL services for more than three (3) years, but less than six (6) years, are supported through AIS, Buddy System, peer tutoring, CHAMPS with the continuity of ESL services as per their IEPs. Students are encouraged to participate in Title III Saturday sessions and all after school programs designed to improve test prep and literacy skills.

Long term ELLs are supported through AIS, Instructional Technology, peer tutoring, Title III program, visual arts enrichment.

ELLs who have achieved proficiency in English are transitioned into monolingual classes within 2 years, with the transitional support through AIS, Title III, Project Art, multisensory and multicultural materials in native languages.

All current ELLs are in special education and receive ESL services through differentiated instruction, depending on their level of language proficiency (Beginning, Intermediate, and Advanced). Teachers use adapted materials with Picture Exchange Communication System (PECS) symbols, augmentative communication devices that aligned with students' IEP goals, graphic organizers, and technology tools.

The targeted intervention programs are implemented for all subgroups of ELLs. The screenings are conducted by our ESL/Bilingual pedagogues using native language and English to measure reading, writing, math, and science skills. Based on results, ELLs with low performance levels of reading receive AWARD reading program tutoring from two ESL teachers addressing development of both, language proficiency and literacy skills in English. Our classroom/cluster teachers provide Academic Intervention Services (AIS) in small groups and/or a 1:1 basis depending on individual needs.

To meet the diverse needs of ELL-SWDs within the least restrictive environment, our school uses special methods of instruction, such as Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. The use of technology and augmentative communication devices, such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches; assessment accommodations, such as granting of extra time, oral interviews, demonstrations or visual representations, tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English, are incorporated to give students in alternate assessment programs additional support and flexibility.

In response to the State Citation, P771K is requesting extension of services for ELLs receiving services 4 to 6 years, due to their cognitive deficiencies causing them to require more time in order to access communication and language skills in the target language. LEP students with extension of services will be given challenging opportunities to learn in a variety of ways in a rich linguistic environment. ESL

## A. Programming and Scheduling Information

instruction will be provided by two fully certified ESL teachers through smart board technology to help each student progress towards listening, speaking, reading and writing proficiency. ELL students will work collaboratively with their peers, so that they will be able to progress to the next level of learning and development. ESL, classroom, and cluster teachers will continue to help students develop the modalities of reading, writing, listening, and speaking skills using a Cognitive Academic Language Learning Approach (CALLA). For non-verbal students, they will employ Mayer-Johnson symbols, PECs, and the technique of Total Physical Response (TPR) to teach and assess students' performance. To enhance the ELL students' performance in the ESL class, small group instructions, scaffolding techniques will be used for targeting ESL skills and content area skills in order for the students to meet their short term objectives and long term goals.

ESL and classroom teachers will set high, but reasonable instructional expectations to provide the ongoing support to ELL students to reach higher level of language proficiency in reading, speaking, listening, and writing. For ELL students with extension of services at the Beginning level of proficiency, we will use "Award Reading" (Magenta Level) program and for ELLs at the Intermediate and Advanced levels of proficiency we will use "Award Reading" (Red Level) program 50 minutes daily. It is a research-based technology and print literacy intervention program that uses animated stories and skill activities specifically designed to meet the needs of English Language Learners in all four modalities.

ELLs with extension of services will be involved in all programs that occur during the core school day, such as AIS, counseling, and highly structured educational programs. Our classroom and cluster teachers will use Achieve3000 program to assist ELLs who struggle with vocabulary or reading comprehension, using high interest topics scientifically matched to each student's individual Lexile reading level. It will help close the "skill gap" at a less advanced levels of language acquisition. Achieve3000 is also the first web-based, individualized learning program scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests.

The Kaplan Tutoring program will be implemented to build confidence and important test-taking skills through targeted lessons, test-like practice, time-saving strategies, and dynamic instruction. The ELLs with extension of services will work in a highly structured setting with one of our expert teachers.

### 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:

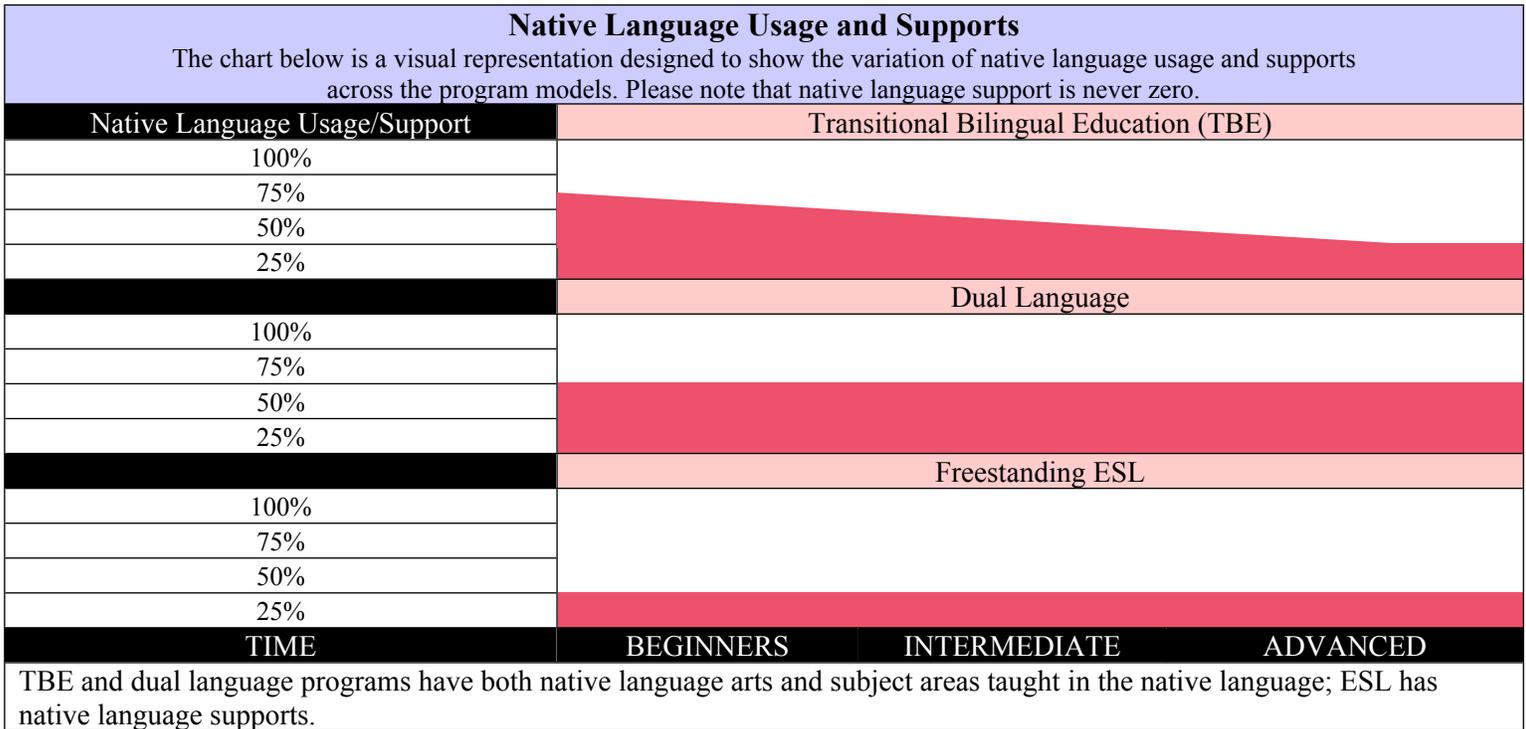
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

We use an instructional program to develop reading and writing skills through the integration of academic content based on best practices across all subject areas (Math, Science, and Social Studies) and grade levels. In ELA we use a AWARD Reading program for ELLs developed on current scientific evidence-based literacy research and best practices which meets the requirements of NCLB and ELLs for each stage of language development. The program implements English Language skills development and content area instruction through the use of ESL methodologies to ensure that ELL students meet the standards and pass the required State assessments, LAB-R, and/or NYSESLAT. Through our Leapfrog program, ELLs learn reading, math, and language arts through interactive, instructional content that is delivered on the Leap Pad and Quantum Pad personal learning tools. Through an "Everyday Math" intervention program, ELLs learn and practice essential skills in Math and apply problem-solving strategies in everyday life situations.

Some of the ESL strategies to be used in our program are guided reading, shared reading, and silent reading, reading aloud; writing process, hands on projects, cooperative learning, charts, graphic organizers, visual aids and technology. The use of computers and smart board technology provides students with the opportunity to practice listening, writing, reading skills, and language development. The use of bilingual software and multimedia equipment enhances and supports the development of their native language skills. Native language literacy for ELLs is supported by multicultural library books, as well as books and software in the Spanish, Chinese, Russian, and French-Creole languages and the adaptation of literacy materials to meet the needs of students with severe disabilities. NLA literacy activities are extended throughout the curriculum and subject areas. All ELLs are encouraged to participate in Title III Saturday sessions and all after school programs designed to improve test prep and literacy skills.

Students scoring proficient on the NYSESLAT receive full ESL services until their IEP has been changed to indicate that the service is no longer required. They are provided with transitional support for up to two years, which includes tutoring, scaffolding, and conferencing with the student and his/her teacher to develop strategies appropriate to the needs of the student.

During the LAP process we have evaluated our program needs and made necessary improvements to ensure that staffing, materials, and program requirements meet the needs of our ELLs this upcoming school year.

Discontinuation of ESL services are made by the principal in consultation with the student, the parents, and ESL and classroom teachers based on the level of proficiency (P) in NYSESLAT with continued transitional support from an ESL teacher up to two (2) years. No currently existing ESL/ELL programs will be discontinued this school year.

ELLs are afforded equal access to all school programs and integrated curriculum activities, instructional technology and tutoring. ELLs and their parents are invited to participate in all after school and supplemental services, widely represented in all school community programs. Parents/guardians are encouraged to attend monthly PTA and family involvement activities where interpreters and written translations are provided as needed.

Title III Symposiums are implemented to help ELLs attain English proficiency through interactive Storytelling units based on current scientific evidence-based literacy research and best practices pertaining to the students ethnic background needs, such as cultural awareness and native language support. Each session is planned to supplement the themes being studied during the school day. The curriculum

presented during the school day is reinforced at the Title III Saturday program.

Through the Unique Learning System online program our ESL teachers integrate technology into shared learning experiences and small group and independent literacy learning tasks. These differentiated tasks are based on three levels of learning for students with significant cognitive disabilities. We use Level 3 Unique Learning Differentiated Tasks for those students who typically have potential to learn to read text, and to independently demonstrate comprehension of learned information within modified content. Level 2 students are provided with picture support and other direct support in learning and the demonstration of skills. Level 1 students receive maximum support within instructional tasks. For these students, increasing the level of participation is the main objective.

Multimedia presentations are used to create interactive elements to the instruction. The textbooks are provided along with the supplementary materials for digital literature. Teaching Web sites are adapted to align with students' IEP goals. The use of native language books with adaptations, and other bilingual materials and resources, such as Fonolibros, EDL Leveled Libraries and Pequenita Celebraciones are incorporated. The use of bilingual software and multimedia equipment, and NLA literacy activities are extended throughout the curriculum and subject areas.

All support and resources appropriately correspond to the ELLs' ages and grade levels, and are adapted to the particular ELL's learning disability (e.g., adapted Boardmaker books, multisensory smart board activities, etc.)

P771K summer school provides ELLs with additional instructional support to ensure that they achieve proficiency in NYS Learning Standards and NYC Performance Standards in order to move on to the next grade level. ELLs are supported by fully certified ESL teachers using helpful resources, such as ELL/bilingual summer reading books, performing and visual art activities tied with the upcoming fall curriculum.

In order to accommodate Alternate Placement Students' IEP mandate for Bilingual services, the Alternate Placement paraprofessionals work in conjunction with the ESL teacher to provide comprehensible input for the students.

### **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)?

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.

Based on our inquiry team observations and findings across all subject areas and grade levels, the team members Principal Denise D'Anna, Assistant Principals Annette Beale and Lisa Hertz, and School Coach Ms. Fernandez determine the deficit areas on instructional planning for the teachers of ELLs and select the appropriate topics pertaining to the professional development of all teachers of ELLs. Research indicates that professional development is the key to improve student achievement. There is a weekly meeting with the guidance counselors to address behavioral issues. Professional development sessions for ESL, special education classroom, cluster teachers, and service providers are provided every two weeks during common prep hours to address the needs of our new and experienced staff in order to align practices with research based findings on language acquisition. During these professional development sessions the use of pedagogical second language acquisition strategies and techniques such as scaffolding language and meta- cognition processes are emphasized. Teaching strategies also include activities and techniques to develop oral language and vocabulary as well as reading and writing skills. Best practices in second language instruction are modeled, analyzed and implemented in the classroom setting. Classroom inter-visitations are arranged to share ideas and strategies. Partnerships between elementary and secondary schools that allow older students to share their secondary school experiences with younger children are established (Homework partners, school ambassadors, cross-curricular community history projects). Similarly, self-reflective sharing sessions for staff are included for each stage of second language acquisition development and balanced literacy, such as "Language Support for English Language Learners of Each Stage of Language Learning", "Balanced Literacy for English Language Learners" to assist ELLs as they transition from one school level to another.

In addition, the ESL teachers are enrolled in professional development for ELL teachers offered by District 75 ELL Department. The topics are percolated down to the school and teacher levels after each session: The Compliance Professional Development Institute Series: (1) Compliance Binder: The 2nd week of September.(2) How to Complete the BESIS: the 3rd week of November. (3) Administration of the NYSESLAT 2012: The 1st Week of April. ELL Teacher Professional Development Institute Series: (1) Immigration. It's Influence on the Life of America Through the Centuries for ELLs with Disabilities: The 3rd week of October; (2) How Music of Many Lands Has Affected the American Musical Landscape for ELLs with Disabilities: The 4th week of January; (3) The Literature of Immigrants to America for ELLs with Disabilities and Participant Showcase: the 1st week of June.

Currently, our content area teachers are enrolled in 10 hours of Jose P. training sessions offered by District 75 ELL Department. P771K's teachers and paraprofessionals are also supported by the district instructional coaches.

In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide 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?

P771K school is an essential part of the community to many of the students and their families. The parent coordinator at P771K Denise Ramos offers parents of all students including 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 support in their local community, and parents interest needs survey. To familiarize parents with the program, schedule and instructional goals, an informational letter is sent out to each student's parent. All informational materials are translated into community languages. A series of phone calls are established once a month to keep parents informed about monthly program goals and activities for their review, discussion and recommendations; to disseminate information and obtain parent input.

Additional parental involvement activities are provided under Title III program through our Saturday Symposiums. Parents are invited and strongly encouraged to participate in our Saturday Symposiums where they can collaborate with their children and the staff to engage in computer activities and connect their technology skills to their children's educational outcomes. At the workshops parents are introduced to the special education topics, such as the identification and classification process, IEP development, preparing for a CSE/IEP meeting, questions about placement and services. The special education needs in the ESL classroom are addressed in a series of workshops called "Language Acquisition or Cognitive Difficulty?". On December 17, 2011, from 9:00am to 12:30pm, the Bilingual Spanish School Psychologist will be available for private 1:1 sessions for parents to consult them on child's educational and behavior concerns and IEP issues.

Letters in the native language and phone calls are made to each home with information regarding Title III program schedule and instructional goals. It includes ABA, TBE, Strategies and Materials for Alternative Placement students; NYS ESL Standards; The Teaching of ESL through Content Areas; Alternate Assessment Methods for ELLs; The Use of Technology in ESL Education; The Adaptation of ESL Materials for the Education of ELLs with Severe Disabilities, the Annual Review and IEP Process, NYSAA, NYSESLAT Testing and ELA (home to school).

Our school partners with non-profit organizations such as, "Sinergia", "Advocates for Children of NY", "United We Stand of NY". Some of the workshops that they provide to the parents of ELLs are: "The Evaluation and Classification Process", "How Parents Can Be Advocates for Their Children", "A Guide to the Legal Rights of Immigrant Students and Parents in the New York City Public Schools", "Cultural Diversity and Its Role in Our Children's Education". A QSAC consultant is available to work with parents to assist their children with hands on activities related to autism spectrum disorders. After each session, parents fill out evaluation forms and surveys regarding their needs and concerns, which are then evaluated and considered for further improvement of our home to school cooperation and involvement.

## 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)	8	3	6	10	5	5	1	3	2					43
Intermediate(I)			1	3	1	4		1						10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	1				1		1							3
Total	9	3	7	13	7	9	2	4	2	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	8	1	3	3	3	5		1	1				
	I		2	3	9	1	1	1	1	1				
	A	1			1	2	2	1	2					
	P			1		1	1							
READING/ WRITING	B	8	3	6	10	5	5	1	3	2				
	I				2	1	4		1					
	A	1			1	1		1						
	P			1										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1		1	1	3
4				10	10
5		1		2	3
6	2			2	4
7				2	2
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	1						2		3
4							10		10
5	1						2		3
6	2						2		4
7							4		4
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							4		4
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				
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.

In the beginning of the 2011-2012 school year, 11 new entrants were administered LAB-R to determine eligibility for ESL services. One Kindergarten student scored above the appropriate cut scores on the LAB-R and was determined not eligible for ESL services. In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines the level of language proficiency (Beginning, Intermediate, Advanced, Proficient) and whether or not the student continues to be eligible for ELL services.

After reviewing and analyzing the NYSESLAT assessment data for the 2010-2011 school year, the following patterns are found across proficiency levels. Reading/writing and listening/speaking test scores revealed that 4 ELLs scored at the Proficient level, ten students at the Intermediate level, three students at the Advanced level, and the rest of ELLs scored at their Beginning level. Students continue to perform better in the listening/speaking portion of the NYSESLAT than reading and writing: Two students in the first grade, three students in the second grade, seven students in the third grade, two students in the fourth grade, three student in the fifth grade, one student in the sixth grade, two students in the seventh grade, and one student in the eighth grade scored higher in listening/speaking than in reading/writing. In addition, three ELL students scored Proficient in listening/speaking and only one student in reading/writing, nine students scored Advanced in listening/speaking, and four in Reading/Writing, nineteen students scored Intermediate in listening/speaking, and only eight in Reading/Writing. In grades one through eight, seven students improved their listening/speaking and reading/writing skills with higher scores comparing to the test scores in the past. The rest of ELLs at the Beginning level also showed progress in all four modalities with significant improvement in listening, speaking, and reading skills. However, there was visible improvement in reading and minimal improvement in comprehension.

P771K ELLs are not administered the Periodic Assessments due to their disabilities. They are evaluated using alternate assessment tests aligned with learning standards and performance indicators in ESL/NLA, and with alternate grade level indicators in ELA and content areas. Based on NYSAA data collection in 2010-2011 in each of the content areas, our LAP team has observed that the ELL students continue succeeding in NYSAA with higher scores than in the NYSESLAT, primarily due to the fact that the NYSAA test materials are adapted according to the special needs of our students. The results of NYSESLAT (reading/writing, listening/speaking) will effect further instructional decisions.

The main assessment tools used to assess the early literacy skills of our ELLs with disabilities is The Assessment of Basic Language and Learning Skills (ABLLS) for the 6:1:1 ratio. Teachers also collect additional data in the areas of communication, social skills and behavior in order to differentiate instruction and measure student progress.

The Student Annual Needs Determination Inventory (SANDI) is used to assess 12:1:4 elementary level students in alternate assessment. Essential to understanding growth across all student populations is the review of teacher assessments, supervisor observations, reports from related service providers and review of progress towards Individualized Education Plans (IEP) goals. Furthermore, all students have portfolios comprised of work samples and teacher assessments that are also reflective of progress.

Related service reports also measure growth with individual students in targeted areas. After reviewing data, following suggestions from the Quality Review and consulting with teachers, related service providers and parents, instruction was targeted towards increasing independence and students' funds of knowledge in personal and community domains.

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### 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.

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## Part VI: LAP Assurances

**School Name:** P771K

**School DBN:** 97K771

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise D'Anna	Principal		
Annette Beale	Assistant Principal		
Denise Ramos	Parent Coordinator		
Gouzalia Olson	ESL Teacher		
	Parent		
Marina Acumen	Teacher/Subject Area		
	Teacher/Subject Area		
Francesca Fernandez	Coach		
	Coach		
	Guidance Counselor		
Arthur Fusco	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75K771 School Name: P771K

Cluster: 754 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.

Each parent meets with the school staff when their child is placed in our school. An intake form is completed where the student's home language is noted. The appropriate language service for students is determined at CSEs/SBST level based on the HLIS responses and follow-up interviews with the parents in their native language. However, if it has not been done at CSE, our school coordinators determine the primary language spoken by the parent of each student within 30 (thirty) days of a student's enrollment. The school coordinators also maintain the appropriate and current record of the primary language of each parent. If the primary language is not English, and the parent requires language assistance, the P771K Parent Coordinator Denise Ramos forwards requests for written translation to the Office of Translation services. During school orientation meetings parents have an opportunity to ask questions with assistance from an oral interpreter from the P771K staff, or from the Department of Education Translation and Interpretation Services Office if necessary. Our school uses the over-the-phone interpretation services to communicate with a parent during IEP meetings and parent conferences.

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.

The P771K Parent Coordinator keeps a record of all students that are in need of translation and interpretation. We have 61 parents consisting of 22 Spanish speaking parents, 15 - Chinese, 6 - Russian, 1 - Ukrainian, 4 - Urdu, 2 - Bengali, 3 - Arabic, and 4 - Haitian-Creole, who need written translation and oral interpretation. All informational materials are translated into home languages and disseminated to the parents and school community. Translation funds are used for the purpose of transcribing written materials and providing oral translation.

## 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.

Our school uses the Translation and Interpretation Unit resources in translating parent notifications and providing over-the phone interpretation services to parents that speak a language other than English. The unit offers translation services in all necessary languages other than English spoken by our parents, such as Spanish, Chinese, Russian, Haitian-Creole, Urdu, Bengali, and Arabic. In addition, written translations in Spanish, Russian, Ukrainian, Chinese, Haitian-Creole, Arabic, Bengali, and Urdu are provided by in-house school staff. The parent coordinator forwards requests for written translation in other languages to the Office of Translation services. Outside vendors are contacted in the event that the translation request cannot be accommodated by this office.

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

Oral translations in Spanish, Russian, Ukrainian, Chinese, Arabic, Bengali, Haitian-Creole, and Urdu are conducted through our staff members. The Office of Translation is called and translation is done via telephone in the event that in-house staff cannot accommodate the timely provision of interpretation services during group and one-on-one meetings with teachers, guidance counselors, school psychologists, school nurses and/or other school staff regarding critical information about their child's education.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Interpretation Notices are posted throughout the school building that advise parents regarding their right to request translation services. Letters, special education, and related services documents are backpacked with students at the beginning of school year and before IEP/Parent-Teacher Conferences. All of these letters are delivered to the students and families in their home language. All translated surveys, application forms, notifications, and informational documents, such as Parents Bill of Rights, are obtained through the DOE website in all necessary languages.