



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S.004K
DBN (i.e. 01M001): 75K004
Principal: DEBORAH EVANS
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Superintendent: GARY HECHT
Network Leader: KATHLEEN LEFEVRE

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, students will improve their mathematic skills as evidenced by the successful completion of the CCLS-aligned Culminating Performance Tasks measured at Level 2 or more.

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 results of the 2012-2013 NYCDOE CCLS- aligned Culminating Performance Tasks in Mathematics revealed over 90% of students achieving Level 2 and higher. Since the CCLS are still in its early implementation phase, and considering our students' developmental needs and challenges, the P4K organization will continue supporting all students to meet and exceed the 2013-2014 P4K CCLS- *aligned Instructional Expectations in Mathematics*. Thus, providing appropriate, modified, and engaging mathematics learning experiences for all of our children will lay the foundation for successfully completing grade-specific CCLS- aligned Performance Tasks, that will allow them to continue to achieve post-secondary career readiness skills, and independent learning

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development Overview and Expanded Professional Development on the P4K CCLS-aligned Math Culminating Performance Tasks for all PK-5 teachers to understand and administer grade – specific tasks for students.
2. In-Class support and facilitation for teachers via modeling and demonstration of a wide spectrum of strategies/activities from P4K Curriculum Map and NYCDOE Performance tasks
3. Collaborative Teacher Team meetings (CTT) Day 1 for SMART Plan Inquiry based on SANDI targeted skill and student data, and for Examining Other Student Work.
CTT Day 2 for 'Make & Take' activities adapted to meet the diverse needs of students; and to create and design modified tasks for the CCLS-aligned Performance Tasks
4. Use of the 3-E Instructional Model of Engage, Explore and Evaluate, within the Interdisciplinary Center-based Learning Approach to foster student learning of pre-requisite skills
5. Technology Support Resources for enhancing success in completing Performance Tasks

B. Key personnel and other resources used to implement each strategy/activity

1. Administration and Coaches deliver Professional Development for teachers and other stakeholders on Orientation Day, Election Day, and Subsequent PDs/Meetings including Faculty Conferences. Instructional Meetings, followed by coaching support
2. Coaches and Lead Teachers provide support for teachers to effectively understand tasks and prepare their students with the necessary precursor skills to complete tasks successfully
3. All teachers supported by coaches/lead teachers at the CTT 'Make & Take' meetings using the Nine Adaptations
4. Teachers use the 3-E model with the Essential Student Learning Objective to Engage students, Explore at centers through multiple entry points, and Evaluate student multiple ways of representing their work products during Center activity/after Lesson delivery
5. All classroom teachers on an ongoing basis

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. October Math PD for teachers to become totally familiar with their grade specific tasks with necessary adaptations; December –January - Administration of Performance tasks and submission of results. Evaluations and monitoring teacher and student performance on an ongoing basis with next steps
2. Coaches' logs. Evaluation of PDs and other post-classroom visits /meetings with teachers with next steps
3. CTT Tracking Logs; Evaluation Forms, Daily Performance Data Chart on both Inquiry components; Appropriateness of 'Make & Take' Tasks; Results of students completing Tasks
4. Teachers fill the Daily Performance Data Chart after teacher and peer evaluation of work; and student self-assessment; all of which attest to the effective use of the 3-E model
5. Teacher evaluation of technology on an ongoing basis

D. Timeline for implementation and completion including start and end dates

1. Math: December and January for Administration and submission of results.
2. Beginning of December and ending of January for specifically the Performance Tasks: Ongoing throughout the year based on Coaching schedule for routine support
3. Bi-weekly sessions for SMART Inquiry Dec-May; Collecting Other Student Data –Dec-May; 'Make & Take' September –June
4. Ongoing: In every lesson - September –June. Teacher Observations of Lesson Plans/Delivery of lessons as measured by *Advance. Administration Walkthroughs/Observations*
5. Within Dec-Jan window, technology used for Performance Tasks; September-June - ongoing use of the technology for routine Instruction

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. P4K CCLS-aligned Curriculum /Assessment Maps with Units of Study, Teaching Points, Student Learning Objective addressed through Center- based activities driven by the 3-E Model, Resources &Technology, the Nine Adaptations Protocol. Use of Everyday Math and supplemental math resources.
2. Model use of Center - based activities using P4K CCLS-aligned Curriculum Map and other resources;Lesson Plan Samples and Samples of Center-based Activities in Math and ELA
3. P4K CCKS-aligned Curriculum Map with Relevant Units of Study, Teaching Points, Center-based activities, Nine adaptations Protocol, CTT Tracking Log CTT Day1 and Day2 Protocols, 3-E Model; SANDI and NYSAA Extensions
4. The 3-E Model used in all subjects with all phases employed on an ongoing basis
5. The following technology resources used: BrainPop; Vizzle, ARIS, EngageNY; NYCDOE and NYSED websites such as K-5mathteachingresources.org

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).

We know that there is a direct and positive correlation between effective parental involvement and student achievement. Accordingly, we create a broad spectrum of activities and opportunities to strengthen the Home-School Connection which will support student achievement. The school has multiple structures in place to keep parents informed about student performance and progress. We actively involve them in planning and decision-making on educational policies involving their children such as the School Leadership Team. Both the parents of English Language Learners and parents of first language are encouraged to actively participate on the School Leadership Team, Parent Associations at each sites, and Title 111 programs.

September-November

- Create 'Meet & Greet' opportunities to invite parents at each site to make them fully aware of the P4K Teaching and Learning Expectations in alignment with The NYCDOE Instructional Expectations for 2013-2014 such as the Expectations for the CCLS-aligned Mathematics and Literacy Culminating Performance Tasks
- Parents received the P4K Handbook as a resource with emphasis on P4K Safety Protocols
- Provided materials and training in Math/Science and Literacy to help parents work with their children at home to improve their achievement level in core subjects of literacy, math, science, social studies, music, art and technology.
- Provided parents with the information and training needed to effectively become involved in planning and decision - making at SLT, Parent Teacher Conferences Parent Assemblies in support of the education of their children.
- Provided training for parents to access ARIS and other relevant NYCDOE systems for information about their children
- Parents attended Parent –Teacher Conference to review IEPs and celebrate Student achievement
- Parents, bus drivers and matrons received training in PBIS to reinforce and promote student behavioral outcomes throughout the year
- Workshops for Parents in Speech and Communications

Ongoing

- Continue to foster an effective home-school partnership and communication system to ensure that parents will effectively support and monitor their child's performance and progress in meeting IEP goals and objectives
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

- Opportunities for parents to make class visits; and to attend Award and Celebration Ceremonies to acknowledge student accomplishments

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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 2014, students will improve their ELA skills as evidenced by the successful completion of the CCLS-aligned Culminating Performance Tasks measured at Level 2 or more.

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 results of the 2012-2013 NYCDOE CCLS- aligned Culminating Performance Tasks in ELA revealed over 95% of students achieving Level 2 and higher. Since the CCLS are still in its infancy stage and considering our students' developmental needs and challenges, the P4K organization will continue supporting all students to meet and exceed the 2013-2014 P4K CCLS-aligned Instructional Expectations in ELA. Thus, providing appropriate, modified, and engaging literary learning experiences for all of our children will lay the foundation for successfully completing the grade-specific CCLS- aligned Performance Tasks, that will allow them to continue to achieve post-secondary career readiness skills, and independent learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development Overview and Expanded Professional Development on the P4K CCLS-aligned ELA Culminating Performance Tasks for all PK-5 teachers to understand and administer grade – specific tasks for students.
2. In-Class support and facilitation for teachers via modeling and demonstration of a wide spectrum of strategies/activities from P4K Curriculum Map and NYCDOE Performance tasks
3. Collaborative Teacher Team meetings (CTT) Day 1 for SMART Plan Inquiry based on SANDI targeted skill and student data, and for Examining Other Student Work.
CTT Day 2 for 'Make & Take' activities adapted to meet the diverse needs of students; and to create and design modified tasks for the CCLS-aligned Performance Tasks
4. Use of the 3-E Instructional Model of Engage, Explore and Evaluate, within the Interdisciplinary Center-based Learning Approach to foster student learning of pre-requisite skills
5. Technology Support Resources for enhancing success in completing Performance Tasks

B. Key personnel and other resources used to implement each strategy/activity

1. Administration and Coaches deliver Professional Development for teachers and other stakeholders on Orientation Day, Election Day, and Subsequent PDs/Meetings including Faculty Conferences. Instructional Meetings, followed by coaching support
2. Coaches and Lead Teachers provide support for teachers to effectively understand tasks and prepare their students with the necessary precursor skills to complete tasks successfully
3. All teachers supported by coaches/lead teachers at the CTT 'Make & Take' meetings using the Nine Adaptations
4. Teachers use the 3-E model with the Essential Student Learning Objective to Engage students, Explore at centers through multiple entry points, and Evaluate student multiple ways of representing their work products during Center activity/after Lesson delivery
5. All classroom teachers on an ongoing basis

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. January-February: PD for teachers to become totally familiar with their grade specific tasks with necessary adaptations; March and April - Administration of Performance tasks and submission of results. Evaluations and monitoring teacher and student performance on an ongoing basis with next steps
2. Coaches' logs. Evaluation of PDs and other post-classroom visits /meetings with teachers with next steps
3. CTT Tracking Logs; Evaluation Forms, Daily Performance Data Chart on both Inquiry components; Appropriateness of 'Make & Take' Tasks; Results of students completing Tasks
4. Teachers fill the Daily Performance Data Chart after teacher and peer evaluation of work; and student self-assessment; all of which attest to the effective use of the 3-E model
5. Teacher evaluation of technology on an ongoing basis

D. Timeline for implementation and completion including start and end dates

1. ELA: March and April for Administration and submission of results.
2. Beginning of January and ending of February for specifically the ELA Performance Tasks review: Ongoing throughout the year based on Coaching schedule for routine support
3. Bi-weekly sessions for SMART Inquiry Dec-May; Collecting Other Student Data –Dec-May; ‘Make & Take’ September –June
4. Ongoing: In every lesson - September –June. Teacher Observations of Lesson Plans/Delivery of lessons as measured by *Advance. Administration Walkthroughs/Observations*
5. Within January –February window, technology used for Performance Tasks; September-June - ongoing use of the technology for routine Instruction

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 4K CCLS-aligned Curriculum /Assessment Maps with Units of Study, Teaching Points, Student Learning Objective addressed through Center- based activities driven by the 3-E Model, Resources &Technology, the Nine Adaptations Protocol. Use of Everyday Math and supplemental math resources.
2. Model use of Center - based activities using P4K CCLS-aligned Curriculum Map and other resources; Lesson Plan Samples and Samples of Center-based Activities in Math and ELA
3. P4K CCKS-aligned Curriculum Map with Relevant Units of Study, Teaching Points, Center-based activities, Nine adaptations Protocol, CTT Tracking Log CTT Day1 and Day2 Protocols, 3-E Model; SANDI and NYSAA Extensions
4. The 3-E Model used in all subjects with all phases employed on an ongoing basis
5. The following technology resources used: BrainPop; Vizzle, ARIS, EngageNY; NYCDOE and NYSED websites such as K-5elateachingresources.org

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).

We know that there is a direct and positive correlation between effective parental involvement and student achievement. Accordingly, we create a broad spectrum of activities and opportunities to strengthen the Home-School Connection which will support student achievement. The school has multiple structures in place to keep parents informed about student performance and progress. We actively involve them in planning and decision-making on educational policies involving their children. Both the parents of English Language Learners and parents of first language are encouraged to actively participate on the School Leadership Team, Parent Associations at each sites, and Title 111 programs.

September-November

- Create ‘Meet & Greet’ opportunities to invite parents at each site to make them fully aware of the P4K Teaching and Learning Expectations in alignment with The NYCDOE Instructional Expectations for 2013-2014 such as the Expectations for the CCLS-aligned Mathematics and Literacy Culminating Performance Tasks
- Parents received the P4K Handbook as a resource with emphasis on P4K Safety Protocols
- Provided materials and training in Math/Science and Literacy to help parents work with their children at home to improve their achievement level in core subjects of literacy, math, science, social studies, music, art and technology.
- Provided parents with the information and training needed to effectively become involved in planning and decision - making at SLT, Parent Teacher Conferences Parent Assemblies In support of the education of their children.
- Provided training for parents to access ARIS and other relevant NYCDOE systems for information about their children
- Parents attended Parent –Teacher conference to review IEPs and celebrate Student achievement
- Parents, bus drivers and matrons received training in PBIS to reinforce and promote student behavioral outcomes throughout the year
- Workshops for Parents in Speech and Communications as necessary

Ongoing

- Continue to foster an effective home-school partnership and communication system to ensure that parents will effectively support and monitor their child's performance and progress in meeting IEP goals and objectives
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Opportunities for parents to make class visits; and to attend Award and Celebration Ceremonies to acknowledge student accomplishments

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014, teachers will demonstrate increased use of effective instructional strategies through increased student engagement, as measured by 5% of teachers moving by one or more levels of *Advance*

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 need to create and design engaging center-based learning activities for diverse instructional groups is increasingly demanding of teachers to adopt and adapt a vast spectrum of instructional strategies that will foster student engagement, impact student outcomes and improve teacher effectiveness. P4K will respond to and meet the NYCDOE and P4K Expectations of strengthening and improving teacher effectiveness that will show evidence of progress teachers are making toward achieving their own professional goals generated from *Advance*, which will increasingly impact student learning outcomes.

Current Instructional Strategies: The administration has for many months been focusing its workshops on Lesson Planning and Preparation - Component 1e and its corresponding Component 3c - Engaging Students in Instruction. Teachers have been offering students an unacceptable level of 'cut and paste' activities that are simply not engaging, relevant and interesting enough for student engagement. Teachers are now charged with focusing more on providing concrete hands-on activities at the interdisciplinary centers in all core subjects and to reduce 'cut and paste' tasks. This initiative has been showing some measure of improving student engagement and outcomes as teachers integrate the principle of designing concrete, hands-on performance tasks with a wide variety of instructional strategies. Our recent development of the P4K illustrative binder 'Beyond Cutting and Pasting' provides evidence of this emerging positive outcome. **CTT Meetings:** Weekly CTT meetings designated Day 1 have focused on examining student work with discussion of strategies and best practices for members to share and return with feedback for student to revisit task. Results of any net gain using P4K rubric are captured in the CCT Tracking Log. Preliminary results are beginning to show that teacher strategies and hands-on center-based performance activities have increasingly engaged students to improve student achievement. **Walkthroughs:** Our Walkthroughs in November '13 have shown that teachers have been designing more and more concrete hands-on tasks for students at their centers. One of the outcomes of our recent observations is the improved quality of student work on display at centers and on bulletin boards. The quality of feedback to students is more authentic and describes the work the students have done. By the end of November, our students have moved an average of 8.2% in one or more levels in the pursuit of mastery of IEP objectives.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers received an overview of the P4K Teaching and Learning Expectations and an understanding of NYC Instructional Expectations for strengthening teacher effectiveness and improving student outcomes
2. Teachers received Internal and external Professional Development and follow-up workshops that allow them to gain a deep understanding of the *Danielson's Framework for Teaching* for evaluation of teacher effectiveness. Initial Professional Conference (IPC) with APs
3. Teachers establish professional goals in alignment with Component 1e, and any one of Components 3b,3c, 3d, to improve their own professional career and teacher effectiveness; Formal and Informal Teacher Observations for teachers using Options 1 and 2

4. Establishment of MOSL to select Teacher Observations Options and Measures of Assessment Types, and complete work on P4K **Look Fors/Listens** to supplement *Advance Rubric*.
5. Teachers have been exposed to and reviewed P4K CCLS-aligned Curriculum Map with Units of Study, Modules, Themes and Teaching points toward meeting NYCDOE Instructional Expectations of improving teacher effectiveness and student outcomes
6. Coaches provide workshops to unwrap our P4K Curriculum Map/Periodic Assessments aligned to the CCLS. Coaches will conduct Professional Development to support and sustain the implementation of the NYS/NYC Instructional Shifts/DOK driven by the P4K 3-E Model of Instruction to improve rigor in teaching practices and student work
7. Scheduled common planning time so that CTT can meet to review samples of student work on Day 1, and to revisit work to assess and record net changes in student work products. Teachers also meet on CTT Day 2 for 'Make & Take' tasks with adaptations for the CCLS-aligned Performance Tasks, NYSAA and daily instruction
8. Use of the 3-E Instructional Model within differentiated center –based learning activities that align to the SLO and Teaching Points arising from the Curriculum Map

B. Key personnel and other resources used to implement each strategy/activity

1. Administration and Coaches provide workshops with P4K Teaching and Learning The P4K Way, and NYCDOE Document on 2013-2014 Instructional Expectations
2. Coaches, district personnel and NYCDOE on the Danielson's Framework For Teaching (FFT) and P4K *Look Fors/Listen Fors*. Teachers and APs
3. APs and teachers ; Principals and APs conduct Teacher Observations for SCEP Baseline data and Teacher Evaluation using *Advance*
4. Principal, Chapter Leader, Four Teachers, Two coaches to form the MOSL committee to complete Options and Assessment Types
5. P4K Coaches and administration with P4K Curriculum /Assessment Maps and P4K Thumb Drive Resources
6. Coaches and designated lead teachers with Curriculum Map and the P4K Thumb Drive Resources
7. All teachers with NYCDOE /P4K Units Of Study/ Foundational Tasks/ Culminating Performance Tasks for each grade, along with The Nine Adaptations Protocol, NYSAA Extensions and Sample Assessment Tasks (SAT)
8. All teachers using the 3-E Model of Engage, Explore and Evaluate within the Center Based Learning Approach; P4K Curriculum Map and Center Learning Activates (sample tasks), and P4K Lesson Plan Templates

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Agendas, Evaluation Forms after each workshop; Informal and Formal Observations of Teacher Implementation
2. Agendas, Evaluation Forms, Coaches' logs; Informal and Formal Observations of Teacher Implementation
3. All teachers presented personal goals to Assistant Principals by November for Baseline Data; Interviews with teachers on progress of personal goals: On **Teacher Evaluation**-2% teachers Mid year; will move up by one or more levels in HEDI of Advance in Mid Year, and 3% at End Year for a total of 5% of teachers moving by one or more Levels of Advance
4. MOSL Team Finalized Selection of Assessment Types/Options –September 09, 2013. IPC done by September 09, 2013
5. Agendas, Evaluation Forms, Coaches' Logs and follow up visits for observations
6. Agendas, Evaluation Forms, Coaches' Logs and follow up visits for observations
7. CTT meetings Agendas and evaluation Forms with teacher –made adapted products for implementation
8. Lesson Plans and Teacher Observations

D. Timeline for implementation and completion including start and end dates

1. September 03rd Orientation Day; Ongoing Professional Development / Classroom coaching support for all teachers -September'13 - May'14
2. Ongoing September'13-May'14 Professional Development on Advance for all teachers
3. Informal and Formal Teacher Observations in November '13, April'14 and Summative in May '14
4. September '13- November '13
5. Ongoing- September '13 – June'14
6. Ongoing- September '13 – June'14
7. Ongoing-October'13- May'14
8. Ongoing- September '13- May'14

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Resource Documents include: Revised Teaching and Learning The P4K Way; 20-13-2014 NYCDOE Instructional Expectations
2. Danielson's Framework For Teaching(FFT)-Advance; P4K *Look Fors/Listen Fors*.

3. Danielson's Framework For Teaching(FFT)-Advance; P4K *Look Fors/Listen Fors*, and NYCDOE Evaluation Forms;
4. NYCDOE Advance and NYS MOSL Document Resources
5. NYCDOE Instructional Expectations; P4K Curriculum Assessment Map
6. NYCDOE Instructional Expectations; P4K Curriculum Assessment Map;3 – E Model, Instructional Shifts/ P4K Documents on Rigor, with P4K Resources Thumb Drive
7. CTT Day 1 & Day 2 Protocols with Tracking Log, Evaluation Forms, Nine Adaptations, Curriculum Map, Instructional Shifts Documents, CCLS-aligned Culminating Performance Tasks in Math and ELA, NYSAA Extensions
8. Use of the P4K Lesson Plan Template with the 3-E Model, P4K Thumb Drive Resources and Center based Learning Activities

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).

We know that there is a direct and positive correlation between effective parental involvement and student achievement. Accordingly, we create a broad spectrum of activities and opportunities to strengthen the Home-School Connection which will support student achievement. The school has multiple structures in place to keep parents informed about student performance and progress. We actively involve them in planning and decision-making on educational policies involving their children. Both the parents of English Language Learners and parents of first language are encouraged to actively participate on the School Leadership Team, Parent Associations at each sites, and Title 111 programs.

September-November

- Create 'Meet & Greet' opportunities to invite parents at each site to make them fully aware of the P4K Teaching and Learning Expectations in alignment with The NYCDOE Instructional Expectations for 2013-2014 such as the Expectations for the CCLS-aligned Mathematics and Literacy Culminating Performance Tasks
- Parents received the P4K Handbook as a resource with emphasis on P4K Safety Protocols
- Provided materials and training in Math/Science and Literacy to help parents work with their children at home to improve their achievement level in core subjects of literacy, math, science, social studies, music, art and technology.
- Provided parents with the information and training needed to effectively become involved in planning and decision - making at SLT, Parent Teacher Conferences Parent Assemblies in support of the education of their children.
- Provided training for parents to access ARIS and other relevant NYCDOE systems for information about their children
- Parents attended Parent –Teacher conference to review IEPs and celebrate Student achievement
- Parents, bus drivers and matrons received training in PBIS to reinforce and promote student behavioral outcomes throughout the year
- Workshops for Parents in Speech and Communications as necessary

Ongoing

- Continue to foster an effective home-school partnership and communication system to ensure that parents will effectively support and monitor their child's performance and progress in meeting IEP goals and objectives
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

- Opportunities for parents to make class visits; and to attend Award and Celebration Ceremonies to acknowledge student accomplishments

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, PreK-5 students will demonstrate an improvement in communication development as evidenced by a 10% increase over baseline scores, (Oct. 2013) on the appropriate formative assessment.

Comprehensive Needs Assessment

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

Communication skills have always been one of the greatest challenges for students diagnosed with Autism Spectrum Disorders (ASD) and other developmental impairments. The results of the 2012-2013 SANDI have shown an overall increase of 7% in communication skills among all students, improving by one or more levels. For this reason, P4K organization has created this goal in order to continue to observe growth and development by one or more levels in communication skills among all students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Training for Administration, lead teachers, and school-based coaches by the District office in SANDI /FAST to enhance knowledge base of teachers in its utilization
2. Training of teachers at all sites on SANDI/FAST to assist in navigating the program materials using visual, physical, verbal and AAC devices.
3. Speech Providers will work collaboratively with teachers to create appropriate goals that will be used throughout the instructional day, as well as creating schedules to establish protocols and strategies for 'push-ins'. Speech providers will support classroom teachers with adaptive visual material to enhance students' varied communication systems
4. Classroom teachers administered SANDI /FAST Assessment to develop appropriate SMART IEP Annual Goals and Objectives for students assigned to their classes
5. Within center-based learning, classroom teachers will encourage students to initiate and conduct conversations within the seven core subjects providing opportunities to work together and use their communication systems as they access content material through the use of the following curricular programs to enhance their communication skills: *Let's Begin*, *Land of the Letter People*, *Everyday Math*, *Foss Science*, *Health Teacher*, and *the Art Blueprints*. *Audio books*, *Technology*, *Classroom libraries*, *COOKSHOP*
6. During Collaborative Teacher Team (CTT) meetings, teachers will integrate students' modes of communication systems to ensure access to the curricular material being presented.

B. Key personnel and other resources used to implement each strategy/activity

1. District 75 Personnel, and SANDI/FAST Programmers for Administrators, Lead Teachers, and Coaches
2. Coaches, Designated Lead Teachers and Administrators for teachers
3. Speech Providers with classroom teachers
4. Classroom Teachers for students
5. Classroom Teachers and paraprofessionals for their students
6. CTT members

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Agendas/Handouts/evaluation of trainings on SANDI for all faculty, staff and administration

2. Agendas/Handouts/evaluation of trainings on SANDI for all faculty and staff
3. Speech Providers' logs and Student Binderfolios
4. Monitoring and Reviewing of student IEP goals and Objectives; SANDI/FAST Assessment Results: **November** – collection of student baseline data in communication skills; **January**- 50% of targeted students will move by one or more levels in targeted communication skills; **May**- 50% of targeted students will move by one or more levels in targeted communication skills (Data taken three times /year)
5. Student Daily Performance Chart and Binderfolios and Monthly Progress Reports of student performance and progress to parents
6. Agendas/Handouts/Evaluation of Training Completed Forms

D. Timeline for implementation and completion including start and end dates

1. August-October'13
2. September –October'13
3. October '13- May'14
4. October –November'13
5. September'13-May'14
6. October'13-May'14

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. SANDI/FAST
2. AAC Devices and other Communication systems including Mayer-Johnson
3. AAC Devices and other Communication systems including Mayer-Johnson
4. AAC Devices and other Communication systems including Mayer-Johnson
5. *Let's Begin, Land of the Letter People, Everyday Math, Foss Science, Health Teacher, and the Art Blueprints. Audio books, Technology, Classroom libraries, COOKSHOP*
6. P4K systems of Communication

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).

We know that there is a direct and positive correlation between effective parental involvement and student achievement. Accordingly, we create a broad spectrum of activities and opportunities to strengthen the Home-School Connection which will support student achievement. The school has multiple structures in place to keep parents informed about student performance and progress. We actively involve them in planning and decision-making on educational policies involving their children. Both the parents of English Language Learners and parents of first language are encouraged to actively participate on the School Leadership Team, Parent Associations at each sites, and Title 111 programs.

September-November

- Create 'Meet & Greet' opportunities to invite parents at each site to make them fully aware of the P4K Teaching and Learning Expectations in alignment with The NYCDOE Instructional Expectations for 2013-2014 such as the Expectations for the CCLS-aligned Mathematics and Literacy Culminating Performance Tasks
- Parents received the P4K Handbook as a resource with emphasis on P4K Safety Protocols
- Provided materials and training in Math/Science and Literacy to help parents work with their children at home to improve their achievement level in core subjects of literacy, math, science, social studies, music, art and technology.
- Provided parents with the information and training needed to effectively become involved in planning and decision - making at SLT, Parent Teacher Conferences Parent Assemblies in support of the education of their children.

- Provided training for parents to access ARIS and other relevant NYCDOE systems for information about their children
- Parents attended Parent –Teacher conference to review IEPs and celebrate Student achievement
- Parents, bus drivers and matrons received training in PBIS to reinforce and promote student behavioral outcomes throughout the year
- Workshops for Parents in Speech and Communications as necessary

Ongoing

- Continue to foster an effective home-school partnership and communication system to ensure that parents will effectively support and monitor their child's performance and progress in meeting IEP goals and objectives
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Opportunities for parents to make class visits; and to attend Award and Celebration Ceremonies to acknowledge student accomplishments

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Balanced Literacy, Words their way, Let's Begin, Land of the Letter People with adaptations aligned to the P4K CCLS Curriculum Map; Gardening, Swimming, Vizzle, BrainPop, Discovery Education	Small group, dyads, triads,1-1, Push in, Center-based Learning Approach using the 3-E model Concrete, Hands-on and appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices and support	During the day; In class push in, Pull out for communication and speech therapy
Mathematics	CCLS-aligned Everyday Math with modifications within P4K Curriculum Map, EM games, Vizzle, BrainPop,	Small group, dyads, triads,1-1, Push in, Center-based Learning Approach using the 3-E model Concrete, Hands-on and appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices	During the day; In class push in, Pull out for communication and speech therapy
Science	Foss science with modifications; following Scope and Sequence within P4K Curriculum Map	Small group, dyads, triads,1-1, Push in, Center-based Learning Approach using the 3-E model Concrete, Hands-on and appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices	During the day; In class push in, Pull out for communication and speech therapy
Social Studies	Modified books and stories following Scope and Sequence within P4K Curriculum map	Small group, dyads, triads,1-1, Push in, Center-based Learning Approach using the 3-E model Concrete, Hands-on and appropriate	During the day; In class push in, Pull out for communication and speech therapy

		manipulatives, with visual/ physical/ verbal/ and AAC devices	
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>		<p>Small group, dyads, triads, 1-1, Push in, Center-based Learning Approach using the 3-E model Concrete, Hands-on and appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices</p>	<p>During the day; In class push in, Pull out for communication and speech therapy</p>

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 75	Borough Brooklyn	School Number 4
School Name P4K		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Deborah Evans	Assistant Principal Ms. Anselma Ferguson
Coach Mr. Derek Ramdass	Coach type here
ESL Teacher Ms. Rachael Arocho	Guidance Counselor Ms. Adeliz Burgos
Teacher/Subject Area type here	Parent Ms. Liliana Lopez
Teacher/Subject Area type here	Parent Coordinator Ms. LaTasha Green
Related Service Provider type here	Other Mr. Marcus Rivera, Test Admin.
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	365	Total number of ELLs	55	ELLs as share of total student population (%)	15.07%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	55
SIFE	1	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	55	1	43	0		11				55
Total	55	1	43	0	0	11	0	0	0	55

Number of ELLs who have an alternate placement paraprofessional: 7

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	9	6	6	5	6								33
Chinese					1									1
Russian			1											1
Bengali		1		1	1									3
Urdu				1		1								2
Arabic				2	1									3
Haitian				1	1	1								3
French														0
Korean														0
Punjabi			1											1
Polish			1											1
Albanian														0
Other		2	2	2		1								7
TOTAL	1	12	11	13	9	9	0	0	0	0	0	0	0	55

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	13	11	10	7	6	1								48

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	0	2	1	2	0								7
Advanced (A)	0	0	0	0	0	0								0
Total	15	11	12	8	8	1	0	0	0	0	0	0	0	55

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	0	0	0	0	0
5	0	0	0	0	0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	1	0	0	0	0	0	1
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The tools that we use to assess early literacy assessment of ELLs (English language learners) are: Let's Begin with the Letter People Assessment, The Land of the Letter People, the SANDI (Student Annual Needs Determination Inventory), the ESL P4K Assessment for listening and speaking, LAB-R and Spanish LAB. We also use the NYSESLAT. For Let's Begin with the Letter People, a pre-K and kindergarten literacy assessment, students are tested on letter recognition, phonics and literacy. In the 2012-2013 school year there was a 40% increase in literacy, versus the 2011-2012 year there was a 25% increase in literacy by the end of the year. In The Land of the Letter People, a first and second grade literacy assessment, there was a 40% increase from the baseline to midyear assessment, with the end of the year remaining the same in the 2012-2013 school year. In the 2011-2012 school year, there was a 49% increase in literacy by the end of the year. For communication, the SANDI had an overall baseline was 41% with a 2% increase from the baseline to midyear, and a 5% increase from midyear to end of the year. There was a total increase of 7% over the baseline. In the P4K ELL assessment for listening and speaking for 2013, there was a shift from 20% to 36% for the amount of ELLs moving from Level 1 to Level 2 in speaking; and a decrease of level 1 ELLs for listening (it went from 37% to 30% at this level). Overall for listening, there was an increase of 4% of ELLs moving from level 2 to level 3.

We are using the Language Assessment Battery-Revised (LAB-R) in the beginning of the school year for the new entrants and to help determine their eligibility services. We use the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring to determine their proficiency levels. Besides these assessments, we use New York State Alternate Assessment (NYSAA) for alternate assessment students, and for the standardized students, we use New York State Testing Program (NYSTP) for ELA, math, and science.

The quantitative data provided shows that the ELLs have strong listening and speaking skills with accommodations and the interventions that P4K provides because of their different disabilities. Some interventions include: academic intervention services (AIS) during teacher's professional opportunity period, one-on-one tutoring, leveled readers, Title III Lit-Tech Program, Edmark, and differentiated instruction. Therefore, the data is informative in designing and grouping ELLs for our school plan.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to the 2013 LAB-R and the May 2013 NYSESLAT, we have more intermediate ELL students than in 2012 which was: 12.5% in 2013 versus 6% in 2012. The increase for this year was noted among the Hearing Education Service (HES) students, 12:1:1 students, and an inclusion student. The performance of the English language learners (ELLs) varies across grades due to individual disabilities. For instance, we have more beginner ELLs due to students being on the autism spectrum (6:1:1 class ratios) and having multiple disabilities (12:1:4 class ratios).

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

For the 2013 NYSESLAT, P4K showed an 11% improvement and 4 students moved from beginner to intermediate with 3 staying the same at the intermediate level. However, the modality data is unavailable at this time. The increase was noted among the standardized students in the hearing education services (HES), the 12:1:1 group, and an inclusion student. Across the grades, the results vary due to their individual disabilities. The data helps P4K design their annual SCEP goals (School Comprehensive Plan), drive instruction, and purchase materials for English language learning acquisition. For ESL instruction, the ESL teacher focuses more on reading and writing for the ELLs with special needs. This includes: having adapted books, visual supports, graphic organizers, differentiated instruction, and scaffolding. Students who did not meet Annual Measurable Achievement Objectives (AMAo) receive Academic Intervention Services (AIS) or an extra ESL period, and are recommended to attend Title III.

4. For each program, answer the following:

- a. 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?

For Freestanding ESL, the patterns across proficiencies reveal that more students move from beginner to intermediate over time and this varies according to the students' disabilities.

The school leadership and teachers are using the results from the ELL periodic assessments by focusing on the students who need more intervention services and tailoring ESL instruction to meet their needs such as infusing technology into the curriculum, such as iPads,

starfall.com, Smartboard, and adapted books. The ESL teacher collaborates with the classroom teachers to differentiate instruction and modify the curriculum to meet the needs of ELLs.

P4K is learning that early intervention services and collaboration make a great difference when servicing new ELLs. The ESL P4K assessment revealed that students language acquisition skills in listening and speaking improve over time, generally within two years. Native language support for ELLs is done by the alternate placement paraprofessional who facilitates instruction and utilizes bilingual material for language acquisition and academic support.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

P4K is a K-5 school that uses a Response to Intervention (RtI) framework. According to Janette Klingner at the University of Colorado RtI is a tiered model of service with interventions, problem solving teams that monitor and collect data to make collaborative decisions about ELLs with learning disabilities (LD). This framework has existed for decades. P4K utilizes multiple data points collected over time (baseline, midyear and end-of-the-year assessment) through out the school. We also improve Common Core Learning Standards Instruction with differentiation and implement timely adjustments to our curriculum map. Through the SANDI, Let's Begin with the Letter People, the P4K ESL Assessment and the NYSESLAT we chart individual and grade level progress to illustrate growth. P4K applies RtI's Problem Solving model, whereby there is individualized planning specifically to the needs of the targeted ELL students. After multiple assessments, the ELL team designs the students' IEPs (Individual Education Plan) by defining problems/weaknesses, analyzing them, develops a plan, and evaluates the goals before the next IEP meeting which is usually the CTT. P4K is constantly assessing and designing interventions to maximize English language acquisition across the content areas. Also, professional development is key for teachers working with ELLs in collaboration with the ESL teachers (Pedro Noguera, Berkely High School, California) so they can capitalize on their strengths that they bring to the classroom (Moll & Gonzalez, 1997). According to Janette Klingner, the ELLs are a diverse group when taking instruction and assessment for RtI into account (prior schooling, SIFE, personal experiences, socio-economic level, reasons for learning English, and familiarity with English). So, the length of time that it takes a student to acquire English varies a great deal because there are many factors that affect the language acquisition process. Also, ELLs with LD exhibit difficulties in their first language as well as in English.

Also, P4K has many long-term ELLs that are simultaneous bilinguals. Therefore, we provide Native language arts support. However, we take into account that literacy instruction and assessment in the second language differ in key ways that Native language instruction (J. Klingner). All ELLs have equal access to P4K's curriculum. Language context is embedded in ESL instruction and makes it cognitively demanding to facilitate language acquisition and academic language (Jim Cummins). For instance, using text with graphic, math manipulatives, and science experiments make the curriculum accessible to all. Pairing students, differentiating instruction, and assessing throughout the ELL lesson helps the ELL team monitor their progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?

P4K ensures that a child's second language development is included in instructional decisions. The ESL teacher uses Total Physical Response (TPR; using command language to develop receptive language; such as Simon Says; visual and physical clues), Language Experience Approach (LEA; using prior knowledge to facilitate language acquisition with visual supports), the Natural Approach (using authentic communication as its primary goal with a focus on meaning rather than form in stages), and scaffolding. P4K provides native language support for our ELLs in various ways: visual support, bilingual material, media, technology, and an alternate placement paraprofessional. Additionally, the ESL teachers push-in with realia for language acquisition and academic support.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

P4K does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

P4K evaluates the success of our Freestanding ESL Program in many ways. First, we use the New York State ESL Achievement Test (NYSESLAT) to compare results across the years for each individual student to monitor his/her progress. At this time, we make adjustments in our curriculum and delivery of instruction based on the student's performance levels on the NYSESLAT. The ESL teacher collaborates with the classroom teachers in taking daily data during instruction and attend Collaborative Team Teaching Meetings (CTT). She also monitors our ELLs' progress with the ESL P4K assessment in listening and speaking that is adapted to

their learning styles. The assessment is done 3 times a year: baseline, midyear, and end of the year assessment. Next, we use parent surveys and take data to monitor and adjust the progress of our Title III Lit-Tech Program. We also provide ESL services to ELLs who standardized and in an inclusion program. We look at the standardized students' test results in ELA, math, and science to tailor a program that addresses the needs of our ELLs to strive for success. For our ELL who is in the inclusion program, we adapt and modify the curriculum to his needs. Also, the ESL teacher pushes in and collaborates with the classroom teacher and inclusion teachers to help the ELL succeed.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Within District 75 the Committee on Special Education (CSE) is responsible for administering the Home Language Identification Survey (HLIS) to students which includes the oral language interview as well as administration of the Language Assessment Battery-Revised (LAB-R)/Spanish LAB when appropriate. In addition: they also explain the three Bilingual Education Program choices and the Free Standing ESL Program available in New York City, administer Parent Survey and Program Selection forms, and place all identified English Language Learners (ELLs) in the appropriate language program as a component of the IEP process. However, when this process is incomplete, upon a child's arrival to at P4K, parents fill-out an information packet that requests detailed information of their child. Information is gathered by school personnel either at the beginning of the school year, or the date upon which the student enters the school. At this time, an informal interview is conducted with the parents and our fully certified ESL teacher, Rachael Arocho. The HLIS is given to all families in a language that they understand, should the parent require additional interpretation services, our school is able to provide this service in the following languages: Spanish, Russian, Urdu, Mandarin, Cantonese, and Tagalog. In the event that we cannot accommodate a parent's home language, we contact the Department of Education (DOE) Translation and Interpretation Unit for support. The child is a potential candidate for ESL services, if the parent answered questions 1-4 with one native language indication other than English, and questions 5-8 with 2 native language indications on the HLIS. All eligible students are tested with the LAB-R. The Spanish LAB is administered if the child has a Spanish home language and does not pass the LAB-R. P4K is a multi-sited school and our ESL teacher travels to all of our sites. In support of the intake process and to facilitate collaboration between the ESL teacher and the school, there is a lead teacher at each site who has been trained to administer the HLIS to the families of new admits, in the absence of the ESL provider. However, the HLIS is always interpreted by our ESL teacher. Once school commences, the ESL teacher reviews the students' files and the HLIS forms. In accordance with CR Part 154, students are tested within the first 10 days of entry to the school. Once tested by the ESL teacher, LAB-R scores are reviewed to determine if the child is a beginner, intermediate, or advanced LEP student. Then, the child is assigned ESL periods according to his/her proficiency (360 minutes for beginner/intermediate and 180 minutes, of ESL for advanced students, 180 minutes of ELA (K-8). Spanish speaking students who do not pass the LAB-R at the school level will be assessed using the Spanish LAB. Our ESL teacher will identify and train a Spanish speaking pedagogue to help them administer this assessment on a case by case basis. Within the ESL Program, progress reports are also sent home quarterly. In addition, students receive IEP goals which are reviewed quarterly by the collaborative team (special education classroom teacher, ESL teacher, related service providers, and lead teacher). The ESL teacher also attends IEP meetings to discuss the students' progress. In addition, P4K also utilizes the following ATS reports to monitor students and locate other potential ELLs throughout the school year. These reports include: RPOB (birth place, run twice a school year: September and January), BIOD (individual biographical data by student id number), RADP (for new admits and discharges every two weeks), and the REXH (exam history report to review scores of various assessments, including LAB-R and NYSESLAT). Other data sources that are used to highlight the ELL identification process include SESIS, ARIS, IEP meetings, and informal feedback from our Special Education classroom teachers. Prior to the start of

the NYSESLAT testing period each April, our ESL teacher, Rachael Arocho, uses the following ATS reports to ensure that all ELLs receive the NYSESLAT annually: RLER-LAB/LAT, RADP (for newly admitted ELLs), and our ELL Compliance Binder to create/verify a list of students that need to be tested. The testing schedule is also used to ensure that all students participate in all four modalities (speaking, listening, reading, and writing) of the NYSESLAT. The child must score proficient on the New York State English as Second Language Achievement Test (NYSESLAT) in order to exit ESL services. The ESL program consists of lessons in English, academic English, content-area support, and NYSESLAT preparation through teacher created rubrics. Once the NYSESLAT testing schedule has been created/verified, parents are notified that their child will take the NYSESLAT in April/May in order to continue to monitor English language proficiency.

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.
NYC DOE offers ELLs TBE (Transitional Bilingual Education), Dual Language, and Freestanding ESL; however, based on CSE recommendations our school currently provides Freestanding ESL. During the initial CSE evaluation, the three program choices are explained to parents and are a consideration in forming the students' IEP. At this point, we do not have enough students to form a bilingual class in any particular language. We consistently examine our data regarding HLIS and IEPs to determine whether it is logistically possible to form a bilingual class.
In October, our parents are once again informed by the ESL teacher during school-wide parent orientation of the types of ESL Programs, as well as the three types of Freestanding ESL models: push-in, pull-out, and self-contained that are available for special education students. Parents also receive informational brochures in their native language(s) to inform them of the various program choices. Translation services are provided by in-house staff/or a parent designated representative to inform parents of DOE program choices and the services that are offered at P4K. When the IEP recommendation is for bilingual instruction, the child receives a bilingual alternate placement paraprofessional and supporting materials. Parent notification letters are sent home in September/October in the students' home language advising the parents that the child is receiving ESL services and what the program entails. Copies of these entitlement and continued letters are kept in the students' binderfolios.
From September to June, the ESL teacher follows a timeline for parent involvement in order to make them aware of DOE ELL program choices through the following: administration of the HLIS in September and throughout the year for new entrants, parent orientation, which includes informational packets and parent surveys, continued entitlement letters, and NYSESLAT letters. Parents are also informed of ELL program choices at annual and triennial IEP meetings. All outreach information is distributed in various languages to assess/support the needs of the ELL families. The parents are advised each school year that their child will be receiving ESL services by a continued entitlement letter and these letters are distributed in the native language of the household.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
As per CR Part 154, during orientation meetings in October, the ESL teacher explains and distributes brochures and entitlement letters in the parents' native languages about the types of ELL programs that are offered. The parents fill-out an ELL program selection form that are stored in the ELL Compliance Binder. If the ELL parents do not attend the orientation meeting, the entitlement letters are sent home. Also, the ESL teacher fill-outs the ELPC and BEDC screens with the Pupil Personnel Services (PPS) secretary documenting the parents' program selection.
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.
According to CR Part 154, a bilingual program can be created if there are 15 students in a school who speak the language at the same grade level. At our school a bilingual class must be created in conjunction with the students' IEP ratios: 6:1:1, 8:1:1, 12:1:1, and 12:1:4 within three continuous grade levels. At the present time, P4K does not have enough students of the same grade level and native language to create a bilingual classroom in any of the four mentioned IEP ratios. Students with bilingual IEP mandates are currently served in their classroom with the aid of an alternate placement paraprofessional who is bilingual in English and the student's native language. The student also receives ESL services from our licensed ESL teacher.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
P4K administers the NYSESLAT to all ELLs in April and May. The ESL teacher works with the Test Administrator, Mr. Rivera, and Ms. Anselma Ferguson the ELL Supervisor to identify the test grade level of all ELLs that are alternate assessment and standardized. Mr. Rivera orders the tests and answer documents for the K-5 students. The ESL teacher is sent for training to administer and score the test. Then, the ESL teacher turnkey trains other pedagogues for administration and scoring. The ELL

team then sets up and coordinates a test schedule for Speaking, Listening, Reading, and Writing. Other pedagogues are trained to assist with testing.

6. 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.) 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.  P4K only offers a Freestanding ESL Program. After reviewing the parent surveys over the past two years and the ELPSC screen, approximately 11 out of 55 students are entitled to receive bilingual instruction, but they are not placed in a bilingual class because one is not available at this time. Therefore, the students receive an alternate placement paraprofessional who is fluent in their native language and English. The other ELLs receive monolingual instruction with ESL as per their IEP. P4K's ESL Program which has push-in and pull-out models is aligned with the school's ELA curriculum, Common Core Learning Standards (CCLS), New York State ESL Standards as well as other content-areas in conjunction with the parent survey forms. For example, the ESL teacher differentiates instruction according to the students' needs. There is also a Title III Saturday Reading Readiness Program with adaptive books and communication books and devices that parents participate in.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Our organizational models are push-in and pull-out. During push-in, the ESL teacher pushes into the classroom teacher's ELA block or math block at the elementary level. These blocks are 90 minute sessions. Most of P4K's ELLs are homogenous (beginning proficiency/or invalid level). Pull-out is used only when the ELLs are spread across multiple classes and when push-in is not possible. Our school organization has made every effort possible to cluster ELLs into monolingual classrooms in order to facilitate a push-in ESL schedule. The ELL teacher provides service to the 6:1:1, 12:1:1 and 12:1:4, and most of these ELLs are ungraded (alternate assessment). The majority of P4K's students are ungraded, but we have a small standardized assessment program. Three of our ELLs are standardized students with Hearing Education Services (HES).

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)?

P4K is a kindergarten to fifth grade school which follows the guidelines of CR Part 154 to deliver ESL instruction. We have one ESL teacher who services students at P4K's seven building sites. A beginner or intermediate student receives 360 minutes per week, and an advanced students receives 180 minutes per week and 180 minutes of ELA. The ESL teacher pushes in and pulls out students to give them their mandated time. Explicit ELA minutes are delivered according to CR Part 154 with the collaboration of the classroom and ESL teacher who supports the grade level curriculum. The students participate in NYSESLAT testing every spring as per their IEPs.

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 foster language development and meet the demands of the Common Core Learning Standards.

The language of instruction in our ESL Program is English. The ESL teacher uses various methods and approaches in the push-in/pull-out models with the support of the New York State ESL standards and the NYS Common Core Learning Standards. Some of these methods include Total Physical Response (TPR). This is often done in a game such as "Simon Says" i.e. "touch your nose, show me the window, where is the pencil?" We also use the Whole Language Approach. This philosophy has the belief that the ESL teacher is not just teaching reading, rather she is guiding and assisting English Language Learners to develop as independent readers, writers or learners. This philosophy is implemented through adapted books, *The Land of the Letter People* interdisciplinary curricular tools.

Another methodology used in our ESL program is the Language Experience Approach (LEA) which brings together the combined abilities of the class in a literature based approach. Lucy Caulkins Story based grammar is also a tool utilized which tells a story that introduces grammar rules in a creative way. "Think-pair-share" is a strategy also used in cooperative learning which we employ in our ESL program. The teacher poses a question. They pair, think, and explore answers and then share it with the class. When available, our ESL teacher sends home instructions for homework in the parent's native language as well as English in order to support the children's language acquisition at home. If a child's IEP requires bilingual instruction, a bilingual Alternate Placement Paraprofessional is provided for the student in all content areas.

In our ESL program, the ESL teacher and special education classroom teachers work collaboratively to create and implement IEP goals, as well as to plan for the instruction of our ELL students using differentiation for all subgroups. Every attempt is made for the ESL teacher to push-in during the ELA or math blocks in order to provide content area support using ESL methodologies. During pull-out, the ESL teacher follows the school's general curriculum for ELA and social studies instruction, which includes the following curriculum: *Land of the Letter People*, *Let's Begin with the Letter People*, and *Words Their Way*. Our ESL teacher as well as our classroom teachers also integrate the monthly school theme, ESL standards, CCLS, and use modified reading materials for Students with Disabilities (SWDs) in content area instruction. They use texts that support core ESL methodologies such as *Learning through Commands, Actions, and Learning Experience*. The ESL teacher also utilizes the Student Annual Needs Determination Inventory (SANDI) assessment and P4K's student work rubric. Additionally, we incorporate the Applied Behavioral Analysis (ABA) principles and the Picture Exchange Communication System (PECS) into our instruction as well. In order to support our 55 ELLs, the ESL teacher works collaboratively with classroom teachers to use and adapt grade level curriculum with adaptive books, scaffolding, and use Mayer-Johnson Picture Symbols and PECS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
According to CR Part 154, students whose native language is Spanish are given the Spanish LAB if they do not pass the LAB-R. This is conducted within the first ten days of the student's admission to school. We provide for and support the native language of our students by providing an Alternate Placement Paraprofessional for the students who are mandated for a bilingual classroom placement as per IEP. Native language support is also provided to our ELLs through the use of bilingual dictionaries, books, and technology websites in our ESL program as well as our special education classrooms.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
P4K ensures that ELLs are appropriately evaluated in all four modalities throughout the year. The ESL teacher collaborates with the classroom teachers and related service providers for the delivery of instruction in all 4 modalities. For instance, graphic organizers are adapted along with reading materials for language acquisition and content-area support with the Common Core Standards. Differentiated instruction is utilized according to the learning styles of the ELLs. AAC devices, iPads, Big Macs, and 8-cell devices are used to facilitate speaking and communication. Mayer-Johnson symbols are used for to assist ELLs with writing. Also, listening activities are adapted from NYSESLAT samplers to increase ELLs' listening skills.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The ESL teacher and classroom teachers work collaboratively to differentiate instruction for all ELL subgroups.

After reviewing the ATS report 'RSFE', we have determined that there is one SIFE student identified in the P4K organization.

For this SIFE student, we provide a buddy system and offer focused AIS services to this ELL. In order to support this subgroup academically in the content areas, we use multiple ESL strategies (TPR, LEA, and the Natural Approach) in conjunction with scaffolding (modeling, bridging, schema building, text re-representation, and metacognition) techniques. The Special Education classroom teachers of our ELLs infuse ESL strategies into their instruction through formal/informal collaborative support from our ESL teacher.

The majority of our ELLs are newcomers, we have 43 students in this subgroup. ELLs in this subgroup will continue to receive their mandated CR Part 154 minutes for the K-8 level (360 minutes for Beginning and Intermediate ELLs and 180 minutes of ESL/180 minutes of ELA for Advanced ELLs) from their fully certified ESL provider. We use multiple ESL methodologies (TPR, LEA, and the Natural Approach) in conjunction with scaffolding (modeling, bridging, schema building, text re-representation, and metacognition). The Special Education classroom teachers of our ELLs infuse ESL strategies into their instruction through formal/informal collaborative support from our ESL teacher. Additionally, we incorporate the ABA principles and the PECS into our instruction as well. Since NCLB requires ELA testing for all ELLs after one year, the ESL teacher works collaboratively with classroom teachers to support grade level curriculum with adaptive books, scaffolding, and use Mayer-Johnson Picture Symbols during push-in. Our ESL teacher collaborates with the classroom teacher for the school's monthly thematic unit in conjunction with our school-wide literacy curriculum for ELA. P4K uses Get Ready to Learn with our newcomers, this program was developed to increase appropriate behaviors, enhancing students' ability to learn more effectively in daily 20-30 minute sessions.

We have identified eleven ELLs who have been receiving services in the 4-6 years category. In order to support these students, we meet at monthly collaborative team teaching meeting as well as IEP meetings to discuss students' past and future goals. Progress is charted by data collection, monthly checklists and discussed with the team. SMART Goals are designed on meeting all content-areas of instruction with scaffolding. They will continue to receive their mandated CR Part 154 minutes for the K-8 level (360 minutes for Beginning and Intermediate ELLs and 180 minutes of ESL/180 minutes of ELA for Advanced ELLs) from their fully certified ESL provider with a focus on the reading and writing modalities in order to continue the development of literacy and communication skills. Our ELL students will be provided with differentiated instruction in reading and writing using ESL strategies and methods, teacher adapted books (utilizing symbols and pictorial representation), Mayer-Johnson symbols, communication books, and AAC devices in order to make the English language more comprehensible. ESL strategies and methods include: the Learning Experience Approach, the Whole Language Approach, Total Physical Response, scaffolding, visual supports, and the use of graphic organizers. In addition, our ELLs who need an Extension of Services will receive small group targeted instruction for ELA and Math from their classroom teachers. AIS providers use teacher made materials created for the students' needs and differentiated instruction that is aligned with the school-wide curriculum. Other formats for providing differentiated instruction in ESL as well as our classrooms include: multisensory approaches to second language acquisition and integrating visual, auditory, and kinesthetic modalities into all lessons/unit plans. P4K also uses Get Ready to Learn for students in the 4-6 years subgroup. This program was developed to increase appropriate behaviors, enhancing students' ability to learn more effectively in daily 20-30 minute sessions.

At this time, P4K has no long-term ELLs, who receive the mandated CR Part 154 minutes. In the past, we use the following methodologies to support ELLs in this subgroup: TPR, LEA, and the Natural Approach. We constantly review academic language/vocabulary that are needed in order to be successful in the content areas with a focus on functional words, differentiated materials, and visual supports. In addition, we focus on NYSESLAT preparation with the student. A student in this subgroup would require a lot of motivation with regard to his/her activities. Therefore, he/she would require a highly specialized and specific program.

All of our students in the four ELL subgroups who are mandated for bilingual instruction as per their IEP are provided with bilingual alternate placement paraprofessionals to assist them in their native languages. In addition our ELLs also have an opportunity to participate in Project Literacy-Tech, our supplemental Title III Program on specific Saturdays from April to May.

7. 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?

There are many instructional strategies that the ESL teacher uses to accommodate the ELLs who are students with special needs. These materials and strategies encompass differentiated instruction. This includes: grade level adapted books, grade-level teacher made materials, leveled libraries, differentiated writing materials, graphic organizers, scaffolding, center-based learning stations, and visual supports in conjunction with students' IEP goals and accommodations. Some ESL strategies that we use are: Total Physical Response (TPR), Whole Language Approach, Realia (real-life experiences and items), their use of prior knowledge, the Language Experience Approach (LEA) according to their IEP goals and accommodations. P4K also collaborates with other related service providers (speech, occupational therapy, physical therapy). For our nonverbal students in reading, we use sentence utterance strips, and AAC devices for communication. The occupational therapists collaborate with the special education and ESL teacher to facilitate writing and increase the ELLs' fine motor skills. We also and continue to use the push-in model to co-teach grade level material with the classroom teacher.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

P4K groups the ELLs with special needs according to grade level with keeping in mind their disabilities and proficiency level. The ESL teacher pushes into the classroom to provide support and adapted material and differentiated material to accommodate the students' needs. P4K has scheduling flexibility where the ESL teacher pushes-in to math and ELA blocks to co-teach with the classroom teacher. In addition, P4K also follows a center-based learning model where students with special needs learn with hands-on materials to meet the needs of our diverse population in accordance to their individual learning styles. Some curriculum programs that we use are: SMILE, The Land of the Letter People Reading Program, Edmark Reading Program, Every Day Math Program, and a word study program called Words Their Way.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

All ELLs participate in our targeted intervention service programs. These programs are aligned with ESL and the Common Core Learning Standards. All targeted intervention and instruction is delivered in English. However, if the child is mandated for bilingual instruction, an alternate placement paraprofessional and bilingual dictionaries and materials are used for intervention.

For ELA we use many programs for intervention. For the 6:1:1 and 12:1:1 populations: Let's Begin with the Letter People, The Land of the Letter People, (for all populations, but is adapted for 6:1:1 & 12:1:1 populations); other intervention programs include the following curricula: SMILE, a structured phonics-based program (provided on a daily basis for twenty minute sessions); Edmark Reading Program (provided for 2-3 times a week). For our Hearing Education Service (HES) population and our 12:1:1, we use: Words Their Way, a word study program (provided daily for 15-20 minutes); Quarterly Skill Set Spelling Test Program, as part of the Teacher's College Reading Program. For our 12:1:4 classes, we use: Get Ready to Learn, a program developed to increase appropriate behaviors, enhancing students' ability to learn more effectively. For all students we use: BoardMaker (a research-based program), and teacher made materials that are differentiated and scaffolded according to each students' learning style. We also include some learning strategies such as: graphic organizers, visual supports for all learners.

For math, we use Everyday Math which is a research-based program. Everyday Mathematics is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.

For Social Studies, we follow the NYCDOE Scope and Sequence and use: leveled books, multicultural material, big books that are adapted, graphic organizers, teacher-made materials, and center-based instruction in accordance with their IEP annual goals.

For Science we use FOSS kits. FOSS is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California at Berkeley. The students use manipulatives for learning, interactive videos, and center-based learning stations with differentiated hands-on activities. Some supplemental books include Gail Gibbons books and Lakeshore books. Transitional services are offered to students who reach proficiency level as measured by the NYSESLAT. Two years of service is offered according to the student's needs. Former ELLs are permitted to have testing accommodations (extra time, separate setting, bilingual glossary) for up to two years after testing out of the NYSESLAT, according to the NY State Commissioner's Memo. Also, these students may receive AIS (academic intervention services), and some continued non-mandated ESL services according to their individual needs. Some strategies for transition include: adapting materials, modifying a lesson according to their IEP accommodations, using visual supports, and monitoring students' testing data.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

P4K is currently rated a proficient school under quality review. Also, P4K's SCEP goal was met in 2011-2012 for speaking and listening with an increase of 5%. The ESL teacher attends workshops on Performance Task design for ELLs and collaborates with ELLs' classroom teachers on the tasks for Math and ELA. In May 2012, two ELLs exited the ESL program with proficient scores. Our ESL teacher is on the Curriculum, Instruction and Assessment Committee (CIA) for P4K to ensure representation for ELL content and language development in the curriculum map. In the 2012-2013 school year, there was an increase of ELLs moving from beginner to intermediate on the May 2013 NYSESLAT this was an increase of 6.5% from the May 2012 NYSESLAT. Also, with the P4K ELL assessment in listening and speaking skills for 2013, there was a shift from 20% to 36% for the amount of ELLs moving from Level 1 to Level 2 in speaking; and a decrease of Level 1 ELLs for listening (it went from 37% to 30% at this level). Overall for listening, there was an increase of 4% of ELLs moving from Level 2 to Level 3.

11. What new programs or improvements will be considered for the upcoming school year?

P4K was recently awarded a Title III Grant for a Saturday Literacy Program. This program was in place for the last three years, but will be revised with a new curriculum and accordance to the feedback from parent surveys from last year. We have added a CookShop component to introduce health and wellness. In addition, there was much success last year, and we hope to continue it the upcoming school year.

12. What programs/services for ELLs will be discontinued and why?

As of this date, P4K has not discontinued any of its ESL programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs have equal access to all programs based on their individual needs and referrals. They fully participate in cooperation with their teachers and parents. These programs include: multicultural events, monthly assemblies and celebrations, gardening, swimming, Cookshop, Chapter 683, the Saturday Lit-Tech Program for Title III. P4K's services include, but are not limited to: speech, occupational therapy, counseling, and physical therapy.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

P4K has a supplemental Title III Grant Saturday Program that bridges home and school with literacy and technology to facilitate learning. P4K follows a Positive Behavior Intervention Support System (PBIS) to facilitate learning and student well-being. Students are encouraged to "be a sport" in everything they do: self-control, be prepared, be organized, have respect, and try real hard so they can be successful lifelong learners. For technology, P4K uses: Land of the Letter People Interactive Programs, Starfall.com, Every Day Math Interactive Program, English in My Pocket, iPads, Smartboards, for English language acquisition and generalized academic skills.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

According to CR Part 154, students whose native language is Spanish are given the Spanish LAB if they do not pass the LAB-R. This is conducted within the first ten days of the student's admission to school. We provide for and support the native language of our students by providing an Alternate Placement Paraprofessional for the students who are mandated for a bilingual classroom placement as per IEP. Native language support is also provided to our ELLs through the use of bilingual picture dictionaries, books, a Native Language Arts lending library for parents to read with their children, and technology websites in our ESL program as well as our special education classrooms. We also provide interpreters for orientation meetings, parent-teacher conferences, and school events.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

P4K's curriculum map is aligned by grade level and age-appropriate for our ELLs because it is adapted and corresponds to the general education curriculum. It is also aligned to the Common Core Learning Standards. The ESL teacher uses adapted materials and leveled books to facilitate learning across the curriculum map. P4K utilizes center-based learning strategies and technology to maximize students' success. Moreover, IEP goals are created for language acquisition and content-area support. Resources are created by the ESL teacher that are differentiated in lessons with multiple entry and exit points.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The students are provided with educational opportunities and life learning experiences. Before the new school year, ELLs are invited to P4K's Chapter 683 Program. It is a six week academic program from July to August. Throughout the year, the ESL teacher works with the classroom teachers in implementing the curriculum. Other school activities include: gardening, swimming, engagement in monthly celebrations and multicultural activities in the school community.

18. What language electives are offered to ELLs?

P4K does not offer language electives to ELLs.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher and all teachers of ELLs attend and will continue to attend all district/citywide Professional Development (PD) sessions. We will continue our study group with our ESL teacher and those teachers of ELL students. We expect that our study group will share their findings with the rest of the staff during designated PD days. P4K's Professional Development plans for 2013-2014; school year include topics pertaining to ELL education such as strategies for Native Language Arts instruction for alternate placement paraprofessionals, Balanced Literacy, teaching of ESL through content areas, Standardized Assessment and Alternate Assessment methods for ELLs, the use of technology in Bilingual and ESL education, and the adaptation of Bilingual and ESL material for instructing ELLs with severe disabilities. Additional emphasis for Professional Development will be placed on training the remaining classroom teachers who have students mandated for ESL service in their classrooms so that they will be able to support all of our ELLs. The ESL teacher consults regularly with the ESL District Coach in order to be updated in any changes in policies district-wide. With the new Common Core Learning Standards, the ESL teacher has attended and will continue to attend on-going in-school and district-wide workshops to facilitate learning for ELLs with disabilities and using the Student Annual Needs Determination Inventory (SANDI) assessment tool. Administration, classroom teachers, and support staff are required to take professional development programs in District 75. On www.district75pd.org, they can sign-up for classes. Also, the ESL teacher works collaboratively with classroom teachers, administration, and support staff on a daily basis. In addition, there are monthly ESL study group meetings designed to discuss the progress of the ELLs. The District 75 NYC DOE has a supportive program for administrators of ELLs. Administration receives training on testing, compliance, grouping ELLs for classroom teachers and communicating to the ELLs' parents. They also receive professional development in designing new academic programs, strategies, and texts to train teachers of ELLs. Bilingual and ESL Coordinators receive training at compliance meetings. Paraprofessionals receive behavioral and student training through District 75 and their classroom teachers. Guidance counselors and school psychologists can receive autism, ELL, and Jose P. training. Related services (speech, physical therapy, occupational therapy) receive training for dealing with ELLs' culture, traditions, and autism. The lead teacher also provides insight and support to newly arrived staff. Secretaries and parent coordinators also attend in-school and District 75 workshops dealing with language, culture, and autism. Staff is required to keep a list of PD dates and agendas and notify the lead teachers and administration to document their professional development hours. In addition, a minimum of 10 hours of Jose P. training is required for all classroom teachers.

P4K follows a scheduled timeline for professional development for ELLs with disabilities. During September, all school personnel have received training on the first day of school on implementing the Common Core Learning Standards. Every week during professional option periods, each site schedules time in the morning for mini-professional development sessions in dealing with our students who have special needs. Superintendent Conference Days are held 3 times a year: first day of school, Election Day, and Brooklyn-Queens Day. Also, Special Education Student Information System (SEGIS) training is given by in-house staff that is scheduled on Saturdays and professional option periods. P4K also receives monthly training at their faculty meetings in regard to ELL instruction

Ms. LaTasha Green, P4K's Parent Coordinator organizes with the guidance counselors, teachers, and staff a "Getting Ready for Middle School" Program and workshops during the spring semester of school at each site to facilitate the ELLs' transition from elementary to middle school. Parent notification letters are sent out in the students' home languages. She also sends information home to parents regarding city-wide programs for ELLs with disabilities.

District 75's Office of ELLs offers Jose P. ESL training to all classroom teachers. We make every effort to send our new teachers to this training each year. We maintain a record of pedagogues who have received this training in individual teacher's files, as well as our ELL compliance binders which are submitted to District 75's Office of ELLs and are kept at each P4K site.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents are continually engaged in school wide celebrations and initiatives. Parent-teacher conferences are held twice a year to discuss the ELLs' progress. Monthly awards and celebrations are done at each site to celebrate ELLs' achievements in and out of the classroom. Parents receive a monthly newsletter from the classroom teachers describing what the children do each month. There are also many multi-cultural celebrations such as: Halloween Parade, Chinese New Year, Cinco de Mayo, and a Holiday Show in December.

Last year, we completed a program called "Parents As Arts Partners," (through the Center of Arts Education). It ran from April to June 2013, during the school day, once a week: its primary focus was to engage parents, teachers, and students in creating puppets, writing, watching a puppet show, a collaborative book, and acting out the story as a team. All of the projects were in line with the IEP goals of the PBIS Program (Positive Behavior Intervention Support): linking what is implemented in school and home.

The Saturday Literacy and technology program also encourages parental involvement. The program, which ran last year for six weeks, was designed for ELL parents and children to develop literacy skills through the use of technology. In assessing the needs of the parents, we utilized a parent survey in the parents' home languages to determine the needs of the ELL families as we developed plans for the programs. Here are some sample questions from the survey:

Project LIT-TECH, Title III @ P4/109K

Brief Parent Survey

Project LIT-TECH, sponsored by P4K, is offering a Saturday, literacy and technology program for students and parents of our school community. This very exciting program will take place once a week for ten weeks. It will focus on creating communication books, visual home schedules and the use of the Board Maker program to help parents and students build communication bridges at home in of support scholastic life.

We are very interested in knowing if you are able to attend. We would also like to know if you are interested in attending other parent activities in the future. Please answer the questions below and return this completed form to your child's instructor. Thank you.

Anselma Ferguson, AP, IA P4K Email- AFerguson4@schools.nyc.gov
Title III Bilingual Staff Developer

Please place a check next to the items which interest you:

1. English as a Second Language (ESL). This class is for parents whose native language is other than English.
2. Arts and crafts in book making. This class will focus on the craft of basic Book making to enhance your youngster's literacy skills.
3. BoardMaker- level 1. This is an introductory course for parents to utilize the BoardMaker system to create student home schedules, books and more!

II. If you are interested in attending any Project LIT TECH parent activities, please indicate which times are more convenient for you. Please check all that apply.

- Saturdays from 9am to 1:00pm
 Saturdays from 10am to 2:00pm

III. Please include your comments and/or suggestions here:

During this workshop series, student IEP goals will be addressed during the implementation and delivery of instruction. Grouping and differentiation will be implemented, as learners will be placed accordingly to ability levels as well as communicative functioning levels. One-to-one instruction will also take place as necessary in designated areas. Student support staffing will remain in line with IEP mandates. Children will be grouped accordingly in 6:1:1/12:1:4 ratios.

Utilizing the project Lit-Tech Title III grant to provide transitional English Language Learner services for the 2013-2014 school year will allow ELLs of P4K to receive additional supplemental instruction with intensive supports in English. The program goal equally, is to provide opportunities for access to technology and opportunities to utilize newly acquired language skills while engaging in social activities. The Saturday program will be an opportunity to practice, share and expand language. Again, the students and parents identified as potential participants in the program are secondary English learners who need opportunities to engage in varied tasks that will support the acquisition of the adopted language.

Data taken from the SANDI, the NYSESLAT 2013 report, which places most of our students at the beginning level, helped to determine the students that would be eligible to participate in the Saturday program.

The program will host several parent engagement sessions, starting on October 1, 2013, Our Parent Welcome Back to School Breakfast (Meet and Greet) to continue once monthly through celebrations/award ceremonies, in an effort engage parents in the introduction of the program and its many uses.

In the spring of 2014, we will have a formal meeting for ELL parents, (hosted by parent coordinator) to present them with the Saturday-Lit-Tech model and invite them to attend. The meeting will occur during the school day, however, no Title III funds will be used to pay for professional salaries.

In an effort to gather information the staff will utilize every opportunity to actively engage parents and offer them services related to these workshops. These opportunities to sign up for the program will also take place during the winter months and progress review conferences, parent coordinator workshops, as well as school wide celebrations where translation services and interpreters will be provided. Recruitment and engagement will also take place during school leadership meetings, and in letters and surveys sent home for parental review.

During our student celebrations, formal and informal meetings, P4K will continue to engage parents in gathering some data regarding their wants and needs for supplemental English language services.

During the inquiry stage of program conception, parent surveys were utilized to gather information regarding availability for Saturday programming (see survey on next page). The questionnaire took note of what parents were interested in regarding Saturday instruction. Parents were also informed during the “meet and greet” about the possibility of the Saturday literacy program. They expressed interest, asking questions about interpretative services and access to the school building on a Saturday. The program will be based on the NYSESLAT data, utilizing manipulatives, technology and AAC devices to create communication. Metro cards will be provided to families so that they may come to the program without out of pocket expense. There will also be educational games that will be provided for all members including the siblings of participants.

P4K will engage twelve (Spanish speaking, Haitian/Creole and one sign language) parents as well as students in the Saturday program to develop new language skills and learn academic subjects in two languages, utilizing technology during instruction to facilitate communication. Our parental component will run concurrently with student instructional services.

Our Parent Coordinator on the planning team, Ms. Latasha Green has done several outreach surveys in addition to the parent surveys, which were distributed, regarding the availability of parents to attend a Saturday program. This year, she is coordinating a Speech and Language workshop for parents of ELLs to create communication books and how to use Adaptive Augmentative Communication (AAC) devices. Information on Project Lit-Tech will be provided to parents in both their native language and English. There will also be interpretation provided on site during the Saturday program. Included below is the parent survey distributed to gather information about family interests.

The instructional institute will focus on modeling strategies to improve listening, speaking, reading and integrating technology in the creation of communication boards, home schedules as well as creating adaptive books. The module will be developed at the Beginner level of English language proficiency.

P4K works in conjunction with YMCA, NY Cares, independent artists, state agencies for the blind, and hearing impaired to fulfill the needs and develop a community bond for the ELLs. Workshops, presentations, and festivals highlight and celebrate diversity, as well as help our ELLs who have special needs.

E. 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 response to question here:

School Name: P4K

School DBN: 75004

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Deborah Evans	Principal		11/4/13
Ms. Anselma Ferguson	Assistant Principal		11/4/13
Ms. LaTasha Green	Parent Coordinator		11/4/13
Ms. Rachael Arocho	ESL Teacher		11/4/13
Ms. Liliana Lopez	Parent		11/4/13
	Teacher/Subject Area		
	Teacher/Subject Area		
Mr. Derek Ramdass	Coach		11/4/13
	Coach		
Ms. Adeliz Burgos	Guidance Counselor		11/4/13
	Network Leader		
Mr. Marcus Rivera	Other <u>Test Administrator</u>		11/4/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75004 School Name: P4K

Cluster: _____ Network: 2

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

Part A: Needs Assessment Findings

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

P4K determines its language translation and interpretation needs by using the data gathered when parents complete the Home Language Identification Survey (HLIS), for all first time entrants to P4K and the New York City Public School System. Direct contact with the parents and legal guardians assist with the evaluation and assessment of the English language learners' (ELL) needs. At the Committee on Special Education (CSE) meeting, the team meets with the parents. Their home language is recorded through their HLIS and LAB-R is administered at this time. If this does not occur at the CSE, then the data and LAB-R is administered and recorded at the school level. The home language and ELL status is recorded and is cross-referenced in ATS reports (RLER, RPOB, RLAT, REXH, HISE, RADP, RNMR, RYOS, RCRL), on emergency cards, the HLIS, and entitlement letters. P4K has bilingual staff members who translate and interpret all communication for parents, such as: correspondence, progress reports, report cards, and daily communication books. A translator is provided at the time of the CSE meeting. Currently, P4K has 55 students who need language and interpretation services. At P4K we currently provide in-house translation services for: Spanish (34), Haitian-Creole (3), Bengali (3), Russian (1), Urdu (2), Mandarin (4), Chinese/Cantonese (1) and Arabic (3) speakers. ELL parents have been provided with a translated Bill of Parents' Rights and Responsibilities. P4K has appropriate school signage and forms in all languages mentioned above. School documents are always translated in a timely fashion since the translation team of the school sets the documents under strict priority. Our ESL teacher notifies our administration and staff regarding our school's written translation and oral interpretation needs. Following this process, a list of ELLs and their home languages is drafted and shared with the school community and staff (administrators, lead teachers, classroom teachers, related service providers, cluster teachers, psychologists, counselors, and paraprofessionals).

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

At monthly School Leadership Team (SLT) and parent/teacher meetings we discuss the school program. These settings are an open forum to facilitate and clarify parents' concerns and needs. Oral interpretation is provided for parents for one-to-one meetings, group meetings, and IEP meetings. In our findings, the largest percentage of the ELLs speak Spanish (34) while a small number speak Bengali (3), Urdu (2), Cantonese/Chinese (1), Mandarin (4), Russian (1), Arabic (3), and, Haitian-Creole (3). Most of them require written translation while a few require both written translation and oral interpretation. The administrative coordinator, parent coordinator, principal and assistant principals as well as the office staff and teachers make sure that ELL parents' translation and/or interpretation needs are met to ensure constant communication for the students' benefit. P4K provides translation services to parents in their native languages by staff that is available. An interpreter is provided at the time of the CSE meeting. Currently, P4K has 55 students who need language and interpretation services. P4K has appropriate school signage and forms in the languages mentioned above. School documents are always translated in a timely fashion since the translation team of the school sets the documents under strict priority. The parent coordinator and our ESL teacher maintains the ELL records.

Part B: Strategies and Activities

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

P4K provides written translation services to parents in their native languages by staff that is available. An interpreter is provided at the time of the CSE meeting. P4K has appropriate school signage, safety plan procedures, and school forms in all languages mentioned above. School documents (correspondence, brochures, communication books, progress reports, and report cards) are always translated in a timely fashion since the translation team of the school sets the documents under strict priority. P4K ensures accessibility for interpretation services at one-on-one meetings such as IEP meeting, group celebrations and award ceremonies, Moving Up Ceremonies, according to the Parent's Bill of Rights. If there is no staff member who can provide translation or interpretation services, the NYC Language and Interpretation Unit is notified.

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.

An oral interpreter is provided during the intake process of a new entrant. At P4K oral interpretation services are provided by staff members such as: teachers, P4K parent volunteers, and pedagogues (school psychologists and counselors). If a staff member does not speak a student's home language, then the Office of Language and Interpretation Services is contacted to arrange for an interpreter (over the phone or in person). Also, if an interpreter is required during IEP meetings the parent is informed to contact the chairperson on the Committee on Special Education. Parents are also welcomed to bring their own interpreter.

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>.

P4K will fulfill Section VII of Chancellor's Regulations A-663 by translating all notices, memos, safety plan, school signage, and any documents for ELL parents. As a result, P4K translates documents in all home languages and provides interpreters at all one-on-one meetings and group meetings.