



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS K140
DBN (i.e. 01M001): 75K140
Principal: RODERICK PALTON
Principal Email: RPALTON@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: ARTHUR FUSCO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Roderick Palton	*Principal or Designee	
Sharon Williams	*UFT Chapter Leader or Designee	
Aniyah Colon	*PA/PTA President or Designated Co-President	
Marie Barreau	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Maureen Ferrara	Member/ UFT	
Margaret Williams	Member/ UFT	
Bridget Jones	Member/ PTA	
Willie Mae Wright	Member/ PTA	
Diane Mabry	Member/ PTA	
Janelle Bartley	Member/ PTA	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

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 with disabilities in standardized assessment programs, will show an increase in literacy by two reading levels as measured by grade appropriate Fountas and Pinnell assessments.

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.

- In 2012-2013, PS 140K's school-wide average proficiency rating in all grades (1.62) was below the Citywide average proficiency (2.51) despite the closing the gap across all grades from the previous year. Three skills that our students struggled with in ELA include: a) using/citing text based evidence; b) using context clues and c) conveying or identifying a central idea from a given text.*
- Baseline Fountas and Pinnell data shows that almost 99% of our students are reading below target grade range levels.*
- Teachers need pedagogical support in using assessment in instruction and using data to drive instruction in order to improve student outcomes as evidenced by 2012-13 teacher observations using the Danielson FFT.*

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

- Implement new CCLS-aligned curriculum in all grades.
- Provide AIS to identified students using a research-based programs.
- Provide ongoing support to teachers using data from a research-based observation framework (Danielson FFT).
- Engage in regular progress monitoring at the student, class, and school level.

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

- Administrators will collaborate with parents and teachers to identify appropriate curricular needs of students. A team comprised of teachers and administrators will attend/provide professional development to teachers in order to build capacity and improve teacher effectiveness. This will also be supported by District level ELA coach.
- Administrators will assign teachers to appropriate interventions as per the CBA and teacher selections through the professional options menu. Students will be assigned to a specific tier 1 or tier 2 intervention based on formative assessments. Training will be provided to teachers on proper implementation and use of Rtl related documents and interventions. Teachers will create an intervention plan with progress monitoring for students. School-based and district coaches will support this initiative.
- Administrators will observe teachers and provide timely feedback. Teachers will participate in school and district-based professional development to improve teacher effectiveness and student outcomes.
- Administrators and coaches will work with teachers to understand how to use student data to make ongoing instructional decisions that lead to improved student outcomes. After each assessment cycle, school-based inquiry team, comprised of administrators and teachers will review student assessment data.

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

- In grades 3-5, adopt Expeditionary Learning for 2013-14 school year. Appropriate inquiry teams will look at specific target skills from 2012-13 Common Core state test.
- Students receiving tier 2 and 3 interventions will be monitored using the research-based tracking method and Fountas and Pinnell assessment.
- We will use the evaluation data in Advance to evaluate the progress of teachers across the components of Domain 3 of the Danielson Framework for Teaching.
- All teachers will participate in professional development within the school. Teachers in grades 2-5, will participate in additional professional development

opportunities. Progress will be tracked using surveys, attendance records and evidenced movement specifically in component 3d of domain 3 of the Danielson Framework for Teaching.

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

- By October 2012, administer baseline assessments.
- January, March and June- administer subsequent benchmark assessments to monitor progress.
- October and November, develop AIS menu and train staff in completing related documents.
- November and December- provide training to AIS teachers and support staff in using intervention programs.
- Provide monthly professional development to staff.
- Teacher inquiry teams will meet twice per week.
- School-wide data inquiry will review assessment data monthly.

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

- Include in teacher programs, Response to Intervention and Collaborative Teacher Team Meeting periods.
- In grades 3-5, implement CCLS-aligned curriculum Expeditionary Learning to increase student exposure to text complexity and analytical thinking.
- In grades K-2, implement new curriculum (Core Knowledge) to develop foundational skills and phonemic awareness.
- Create School-based Coach and Testing Coordinator positions to support school-wide initiatives.
- Create Reading Intervention teacher position to provide additional academic support to students in K-5.
- Create through SBO process six additional half-days to provide training and development to school staff.

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).

- With the collaboration of the Parent Coordinator, provide monthly workshops for parents. Topics will include understanding the IEP, CCLS and the new teacher evaluation program.
- Program special assemblies to involve parents in school-wide celebrations on a quarterly basis.

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 #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 with disabilities who participate in standardized assessment will improve their mathematical proficiency as evidenced by a 5% increase in scale scores on the NY State benchmark exam.

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.

According to the 2012-13 CCLS NYS math test results, here is how our students performed compared to their peers Citywide:

- Grades 3-5 Citywide Proficiency Average- 2.65 (*decrease -.59 vs 2012*)
- Grades 3-5 School-wide Proficiency Average- **1.65** (*increase of .12*)
- Grades 6-8 Citywide Proficiency Average- **2.55** (*-.62 vs. 2012*)

- Grades 6-8 School-wide Proficiency Average- **1.65 (-.17 vs 2012)**

In grades 3-5, students struggled with evaluating equations in word problems and where a number was represented by a variable.

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.

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

- Implement a new NY state approved curriculum program with a focus to grade specific CCLS standards.
- Provide intervention to targeted groups of students to build fluency (*Great Leaps*) and mathematical thinking (*Math in Focus Reteach and Enrichment*).
- Monitor student progress on end-of-unit assessments.
- Create and support teachers in using a school-wide tool for progress monitoring.
- Support teachers in using this tool to provide targeted intervention through professional development.
- Review state-wide testing guidelines to become familiar with content and identify possible problem areas for specific students and groups.

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

- Administrative and school support teams will introduce new curriculum to staff for adoption and implementation.
- Re-direct coaches to provide small and individual support to teachers teaching targeted students in grades 3-5.
- School-based coach and testing coordinator will support teachers in implementing appropriate interventions for students.
- Testing coordinator will collect student assessment data for review.

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

- Students who scored below 1.6 on statewide assessments will be closely monitored using unit assessment data.
- Students who receive tier 2 or three interventions will be monitored for progress by periodically collecting unit data tracking sheets.

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

- By October 2013, staff will be oriented to new adopted curriculum.
- By January of 2014, the timeline for completing each unit will be adapted to fit teacher observations and student needs.
- At the end of each unit, teachers will review end-of-unit assessments and conduct an item analysis using accompanying rubrics, to identify and plan for students in need of support.
- School and district-wide coaches will provide on-going support.

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

- The new math curriculum requires a lot of paper since all supporting documents are online.
- In order to support this work, per session activities will be supported using data inquiry monies.
- Create School-based Coach and Testing Coordinator positions to support school-wide initiatives.
- Create through SBO process six additional half-days to provide training and development to school staff.
- Purchase Math in Focus program to support newly adopted CCLS-aligned program.

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).

- With the collaboration of the Parent Coordinator, provide monthly workshops for parents. Topics will include understanding the IEP, CCLS and the new teacher evaluation program.
- Program special assemblies to involve parents in school-wide celebrations on a quarterly basis.

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.

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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, students in alternate assessment programs will improve proficiency in targeted reading and mathematical skills as evidenced by a 5% increase of students moving from level 1 to level 2. (SANDI)

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.

After reviewing the most recent SANDI assessment, we noticed that several students mastered level one, but scored below 50% on level 2.

Reading for Information 1
Level 1 80 - 100%= 108
Level 2 Less than 50%= 33

Reading for Information 10 (RI10)
Level 1 80-100%= 71
Level 2 Less than 50%= 10

Operations and Algebra
Level 1 80 - 100% = 76
Level 2 Less than 50% =26

Measurement and Data
Level 1 80 - 100% = 72
Level 2 Less than 50% = 8

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.

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

- Engage teachers in cyclical review data to identify students who fall in said category and provide plan for intervention.
- Create/adapt units of study that are appropriate for students who participate in alternate assessment.
- Using the Danielson Framework for Teaching, support teachers in using assessments during instruction to make sound instructional decisions.

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

- Administrators and team of teachers will participate in curriculum development.
- Teachers will administer SANDI and accompanying assessments as appropriate.
- Administrative and teacher teams will develop interventions for students in alternate assessment.

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

- Students who master level one, but not level two will be monitored for progress using SANDI/FAST.

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

- By September 2013, school will adopt the district's newly developed modules for alternate assessment across all grades.
- By October 2013, units will begin to be adapted to account for needs and challenges of the program, including availability of supporting material, etc.
- By October 2013, students will complete initial SANDI assessment.
- By November 2013, students will complete first FAST assessment as appropriate,
- By February 2014, students will complete second FAST benchmark assessment.

- By April 2014, students will complete final SANDI assessment.
- Staff will participate in monthly professional development opportunities.
- Engage in regular observations of teachers and provide timely and immediate feedback within seven days of observation

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

- Through the SBO process, create six additional half days to support teacher effectiveness.
- Teachers will participate in two CTTM meetings per week and provide interventions to students during the remaining three periods.
- Using inquiry money, teachers and administrators will participate in additional curriculum development and inquiry work.

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).

- With the collaboration of the Parent Coordinator, provide monthly workshops for parents. Topics will include understanding the IEP, CCLS, graduation and the new teacher evaluation program.
- Program special assemblies to involve parents in school-wide celebrations on a quarterly basis.

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 #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, there will be an improvement in student behaviors as evidenced by a 3% decrease in Level 4 incidents as measured by the appropriate incident reporting system.

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.

- PS K140 was added to the NY State Persistently Dangerous list for the 2012-13 school year.
- In 2012-13, we had 39 level four incidents, up by 13 from the previous year.

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.

Strategies/activities that encompass the needs of identified subgroups

- Develop a three-tiered Response to Intervention to support the social emotional needs of students.
- Develop a school-wide PBIS committee to oversee the implementation of our school-wide program- R.E.A.L; including a) weekly clubs, b) monthly shopping, c) monthly assemblies, d) monthly calendar of events, e) reward trips and parties.
- Develop a school-wide Pupil Personnel Team to oversee the WIEP and FBA/BIP process.
- Illicit support and involvement from community-based organizations, such as *Hip Hop for Life* for targeted students, and those available through Lifenet to provide additional support to families..
- Development and implementation of "cool tools" to support learning new strategies and expectations in the classroom.
- Train staff in using data collection tools and provide opportunities to learn new strategies through district-sponsored professional development (TCI).

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

- School administrators
- Clinicians

<ul style="list-style-type: none"> Teachers and paraprofessional staff District coaches
<ul style="list-style-type: none"> Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none"> All students
<ul style="list-style-type: none"> Timeline for implementation and completion including start and end dates
<ul style="list-style-type: none"> September 2013- have school-wide PBIS kick-off. By November 2013, begin observing teachers using research-based Danielson Framework for Teaching with a focus on domain 2. Monthly calendar of school-wide events. Monthly assemblies to recognize student achievement. Monthly training to support staff in using effective classroom management strategies. Monthly meeting of school-wide PBIS and PPT meetings following an inquiry-based/problem solving model. December 2013- implementation of “cool tools” instruction base on R.E.A.L. matrix and expectations. September 2013- Partner with Hip Hop for Life to work with targeted male students. By October 2013, include an experiential learning in career curriculum, including a career day program. By January 2014, staff will begin enrolling in available crisis management and response courses such as Therapeutic Crisis Management and Life-Space Crisis Intervention.
<ul style="list-style-type: none"> Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> Through the SBO process, develop six additional half-days to support teacher effectiveness. Staff will participate in professional development both in and out of the school building. Use domain 2 as a measure for teacher effectiveness in managing student behavior. Maintain accurate records on student behavior using SWIS or OORs for regular review and planning. Liaise with district personnel on the WIEP process and to develop systems of developing school-based monitoring systems in order to proactively support students and families. Maintain a school safety binder.

Strategies to Increase Parental Involvement

<p>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).</p> <ul style="list-style-type: none"> With the collaboration of the Parent Coordinator, provide monthly workshops for parents. Topics will include understanding the IEP, CCLS and the new teacher evaluation program. Program special assemblies to involve parents in school-wide celebrations on a quarterly basis. Invite parents to school-wide student celebrations.

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.
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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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **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	<ol style="list-style-type: none"> 1. SRA Corrective Reading 2. Great Leaps 3. E-CLAS (K-2 students only) 	<ol style="list-style-type: none"> 1. Small-group and 1:1 2. Small group and 1:1 3. Small group 	<ol style="list-style-type: none"> 1. During the school day. 2. During the school day. 3. During the school day.
Mathematics	<ol style="list-style-type: none"> 6. Great Leaps 7. Math in Focus Reteach 	<ol style="list-style-type: none"> 1. Small group and 1:1 2. Small group 	<ol style="list-style-type: none"> 1. During the school day. 2. During the school day.
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. FBA/BIP 2. Crisis-Management Paraprofessional services 3. PPT intervention 	<ol style="list-style-type: none"> 1. 1:1 2. 1:1 3. 1:1 	<ol style="list-style-type: none"> 1. During the school day. 2. During the school day. 3. During the school day.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.				
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

PS K140 does not receive Title 1 funding.

Parent Involvement Policy (PIP) Template

PS K140 does not receive Title 1 funding.

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 140
School Name P140K		

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 Roderick Palton	Assistant Principal Heather Henschke
Coach S. Bynum	Coach
ESL Teacher Georgia Ikonou	Guidance Counselor
Teacher/Subject Area Miguelina Reyes	Parent Willie Mae Wright
Teacher/Subject Area type here	Parent Coordinator R. Biswas
Related Service Provider C. McGuire-Boston	Other C. Tucker
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	1	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	272	Total number of ELLs	26	ELLs as share of total student population (%)	9.56%
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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														
Pull-out														0
Push-In														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	26	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	26
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	3

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	13	1	13	10	0	10	3	0	3	26
Total	13	1	13	10	0	10	3	0	3	26

Number of ELLs who have an alternate placement paraprofessional:

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	2			1	2	8	2	3	3					21
Chinese														0
Russian						1								1
Bengali					1	1								2
Urdu														0
Arabic						1								1
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	0	1	1	3	11	2	3	3	0	0	0	0	26

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)	1			1	3	10	2	2	3					22

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)	1		1			1		1						4
Advanced (A)														0
Total	2	0	1	1	3	11	2	3	3	0	0	0	0	26

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					0
4	1				1
5	3				3
6					0
7	2				2
8					0
NYSAA Bilingual (SWD)				16	16

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5	3								3
6									0
7	2								2
8									0
NYSAA Bilingual (SWD)			1		1		14		16

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)							7		7

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.

Paste response to questions here:

P140K uses ECLAS-2 for grades K-2 and Fountas and Pinnell for grades K-8 to assess the early literacy skills of the students. Both assessments are administered 4 times a year to determine the level of the skills. The goal is to increase the student reading independent levels. The data gathered provides valuable information about comprehension, decoding, and vocabulary levels of the students. The data has shown that the ELLs' comprehension, decoding as well as the vocabulary levels are not up to their grade levels due to their learning disabilities and second language proficiency needs. This information is then used by the teachers to drive instruction and set individual goals for the students.

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

Paste response to question here:

P140K is a D75 school serving students K-8 with cognitive as well as emotional disabilities. On the NYSAA data folios all Alternate Assessment students scored level 4 in ELA and Science. Most Alternate Assessment students scored level 4 in math. Our Alternate Assessment ELLs scored higher on these assessments in comparison to the NYSESLAT. The reason for this is that data folio goals are created based on the students' functional goals. Most of the students who participated in the NYS ELA, Math and Science scored level 1. The NYSESLAT data show that 22 students scored beginning and 4 scored Intermediate. The number of students who scored intermediate increased compared to the 2012 NYSESLAT results. Two students were administered the LAB-R this year and they both scored beginning. As a result, they both receive ESL services now at the beginning level.

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](#))

Paste response to question here:

Since data on NYSESLAT modalities-reading/writing and listening/speaking is not available yet it cannot be used for instructional decisions. The information will be used in the future to determine decisions on setting Annual Measurable Achievement Objectives.

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?

Although all of the ELLs at P140K speak a language other than English, none can read or write in the native language. As a result, the use of the native language for testing cannot be considered. The ELL Periodic Assessment was not administered to the P140 ELLs last academic year. The decision was made based on the fact that the periodic assessment is an assessment designed for general education students. It does not take under consideration the ELLs disabilities. When our students participated a few years ago they had great difficulty responding. The data collected then was not useful. As a result only the data from the NYSESLAT was available to be used when making instructional decisions.

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](#).)

Paste response to question here:

P140K uses data to guide instruction for ELLs within the RtI framework. For Tier 1, where instruction focuses on promoting language and literacy development, competencies in reading, writing, listening, and speaking are supported based on the data collected. Data is also used to design instructional routines and interventions in Tiers 2 and 3. Differentiation along with material

adaptations are some ways of meeting the needs of our academically and emotionally challenged ELLs.

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

Paste response to question here:

Instructional decisions at P140K are always made based on the needs of the students. IEP goals are developed based on the language as well as the academic and social needs. Since the academic success of an ELL depends upon the child's second language development, lessons are designed considering the specific needs. Programs also provide differentiated activities to cater to the Ls' needs and help them develop language while they develop academically. The ESL teacher collaborates with the classroom teachers to ensure academic success.

7. For dual language programs, answer the following:

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

Paste response to questions here

Currently, our school only features ESL program.

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

Paste response to question here:

The success of the programs for ELLs is evaluated every year through cohort meetings, where collecting and analyzing data monitor individual student's progress. In addition, teacher collaboration as well as team teaching programs provide evidence of the student performance. When NYSESLAT results become available every year they are analyzed. In addition, the results for each modality are studied separately so that the program can accurately be evaluated and the necessary additions or changes can be applied in the future.

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](#).)

Paste response to question here:

In order to identify ELLs, P140K follows a specific procedure. As newly admits go through the initial stage at the Committee on Special Education (CSE), the members of the team in collaboration with the students' parents reach a decision based on the children's needs and make the necessary recommendations. The parents of all newly admits are administered the Home Language Identification Survey (HLIS). At this point the informal oral interview is conducted either in English or in the native language. Translation services are provided to those parents who need assistance during the ELL identification process. If a language other than English is spoken at home then Mrs. G. Ikonomou, the certified ESL teacher, who is responsible for the screening, contacts the School Based Support Team, (SBST), and after they all have checked CAP and ATS records, they make a decision. Based on the responses recorded on the completed HLIS by the parents, a student can be eligible for LAB-R. Mrs. G. Ikonomou, the ESL teacher, administers the assessment to indicate eligibility for ESL services within 10 school days of the child's entrance in the school. Students who score at or below LAB-R cut scores are Limited English Proficient and eligible for ESL

services. Placement depends on the students' performance. In addition, ELLs who have Spanish as a home language and who are not successful on LAB-R, are administered the Spanish Lab to indicate proficiency in their native language. Mrs. G. Ikonou in cooperation with Mrs. Reyes, who is a Spanish speaker classroom teacher, administer the exam. Every spring, all the ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Based on their scores they either continue to receive services or they test out, which means that no further services are required except LEP support for two more years.

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.

Paste response to question here:

Just before the newly admit ELLs are placed in the ESL program, the ESL teacher invites the parents and introduces the program choices by providing detailed information about each one. NYC DOE offers ELLs TBE, Dual Language, and Freestanding ESL. However, based on current CSE recommendations P140K only provides Freestanding ESL.

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 [\[see tool kit\]](#).)

Paste response to question here:

Since P140K is a D75 school the entitlement letters, Parent Surveys and Program Selection forms are distributed at the CSE.

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.

Paste response to question here:

P140K provides Freestanding ESL only. CSE decides as to where the identified ELL students will be placed. Parents receive information about the program in their language.

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.

Every spring, just before the NYSESLAT administration period, a time schedule is developed to ensure proper administration of the assessment. P140K provides additional make-up dates. This way every student is given the opportunity to take every modality.

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. 

Paste response to question here

P140K provides Freestanding ESL only. Those ELLs who are programmed for bilingual services have alternate placement paraprofessionals who assist them using the students' native language. The Alternate Placement paraprofessionals speak the students' native language and English.

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])?

Paste response to questions here:

Since P140 is a District 75 school all decisions regarding the services provided to the students are based on the mandates indicated by CSE in conjunction with the parents. ESL classes are mostly 12:1:1 and always in alignment with the mandates stated on the students' IEPs. In P140K instruction is delivered through Push-In and Pull-Out programs. The ELLs are grouped into homogeneous classes based on their grade level and level of language proficiency. Each class consists of ELLs ranged within three grade levels. Both programs include 50 minute periods of instruction. During Push-In instruction focuses on providing language support during the instructional block through the use of various methods to the ELLs across all content areas. During Pull-Out groups travel to their ESL room where instruction is delivered in English through the study of all content areas.

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)?

Paste response to questions here:

In P140K the mandated ESL instruction is provided as per CR Part 154. Beginning or Intermediate language proficiency level of ELLs in Elementary and Junior High School receive 360 minutes per week. Advanced ELLs in Elementary and Junior High School will receive 180 minutes per week of ESL instruction combined with 180 minutes per week of ELA instruction. At P140K there are not Advanced proficiency level students at the moment. A combination of Push-In/Pull-Out programs as well as appropriate scheduling ensures that the mandated number of instructional minutes is provided. Collaboration as well as common planning between the ESL teacher and the classroom teachers ensures improvement of all language skills, which leads to academic excellence. Native language support is delivered by providing Alternate Placement Paraprofessionals who speak the students' native language and English when needed. P140K provides ESL services to all ELLs 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.

Paste response to question here:

Students at P140K acquire the English language through intense instruction which focuses on all content areas. The ESL lessons designed are rigorous, focus on all subject areas and target content specific academic vocabulary. The language of instruction is English. In order to support the needs of our ELLs, the NYS certified ESL teacher follows the New York State ESL Standards aligned with the Common Core Standards and incorporates ESL strategies such as the Cognitive Academic Language Approach (CALLA), Total Physical Response (TPR), Language Experience Approach (LEA), Whole Language Approach, graphic organizers and multi-sensory approaches used in conjunction with augmentative communication devises and Meyer Johnson picture symbols. The ESL teacher also uses technology (computer and computer software) to provide students with additional instructional support (e.g. brainpopesl.com, edhelper.com, eslprintables.com, kizclub.com, and others. To enhance the ELLs'

performance in the ESL class, small group instruction and scaffolding techniques are used for targeting ESL skills and content area skills in order for the students to meet their short-term objectives and long-term goals.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

ELLs at P140K are K-8, most of who do not participate in state examinations due to their disabilities. As a result, they cannot take the state NLA tests. The ELLs are evaluated in their native languages through the support from Alternate Placement paraprofessionals who speak the students' native language and English, and the Bilingual psychologist.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

All ELLs at P140K participate in formal assessments. State ELA, Math, Science and Social Studies as well as the NYSAA provide valuable data for reading and writing. P140K also uses ECLAS-2, EL SOL, Fountas and Pinnell, DRA, and TCRWP to assess literacy skills. In addition, the NYSESLAT provides data in all four modalities of English acquisition.

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).

Paste response to questions here:

Instruction for SIFE students focuses on developing literacy skills. Although ESL classes are homogenous based on the students' mandated ratios, SIFE students are included in the beginning proficiency level. Differentiated instruction ensures student participation and therefore progress. Additional help by bilingual alternate placement paraprofessional is provided.

ESL instruction for Newcomers focuses on developing language skills and provides support to help Ls integrate into the new environment and culture. Media centers for listening and viewing educational video-clips, cultural awareness through the art and interactive practice and games are some ways of assisting the newcomers.

ELLs receiving more than 4 years of service are provided with language support and preparation for the state assessments.

However, most of our ELLs, due to their disabilities, are required to take Alternate Assessments (NYSAA). A request for extension of services is made for those ELLs who have completed 3 years of services.

Long-term Ls receive additional support besides the mandated instructional minutes that they receive. After school programs, assistive communication devices, alternate placement paraprofessionals as well as Academic Intervention Programs are some ways of supporting the long-term Ls.

Although currently there are no former Ls at P140K, support would be provided based on the State mandates. Title III programs as well as after school programs would be available to former Ls.

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?

Paste response to question here:

Since P140K serves students with special needs, ESL instruction is differentiated to meet these needs. Strategies such as Total Physical Response (TPR), Language Experience Approach (LEA) as well as multi-sensory approaches are used. Apart from technology, use of smart boards and interactive software, ESL instruction is delivered through the use of a variety of materials to meet the students' needs. On Our Way to English, Reading A to Z and BrainPop are programs that provide materials content specific in ELA, Science, Math and Social Studies always aligned to the Common Core Standards. This way students have access to academic content areas. In addition, the ESL lessons are designed according to the NYSESL Standards and focus on Linguistic objectives which help students accelerate their English development. Augmentative Alternative Communication (AAC) devices, which provide visual supports, encourage interaction and increase motivation. Meyer Johnson picture symbols promote communication, which lead to learning. Age and grade level appropriate materials, in conjunction with materials specifically adapted to meet the ELLs' special needs, ensure progress in their language learning process. Those ELLs whose IEPs mandate bilingual instruction receive Freestanding ESL with the addition of Alternate Placement paraprofessionals who speak the students' native language and English.

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?

Paste response to question here

Technology is used systematically throughout instruction to ensure student participation and increase student motivation. Native language support is provided by the presence of bilingual paraprofessionals who offer individual assistance. In addition, differentiated instruction ensures IEP goals and English proficiency achievement.

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:			

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

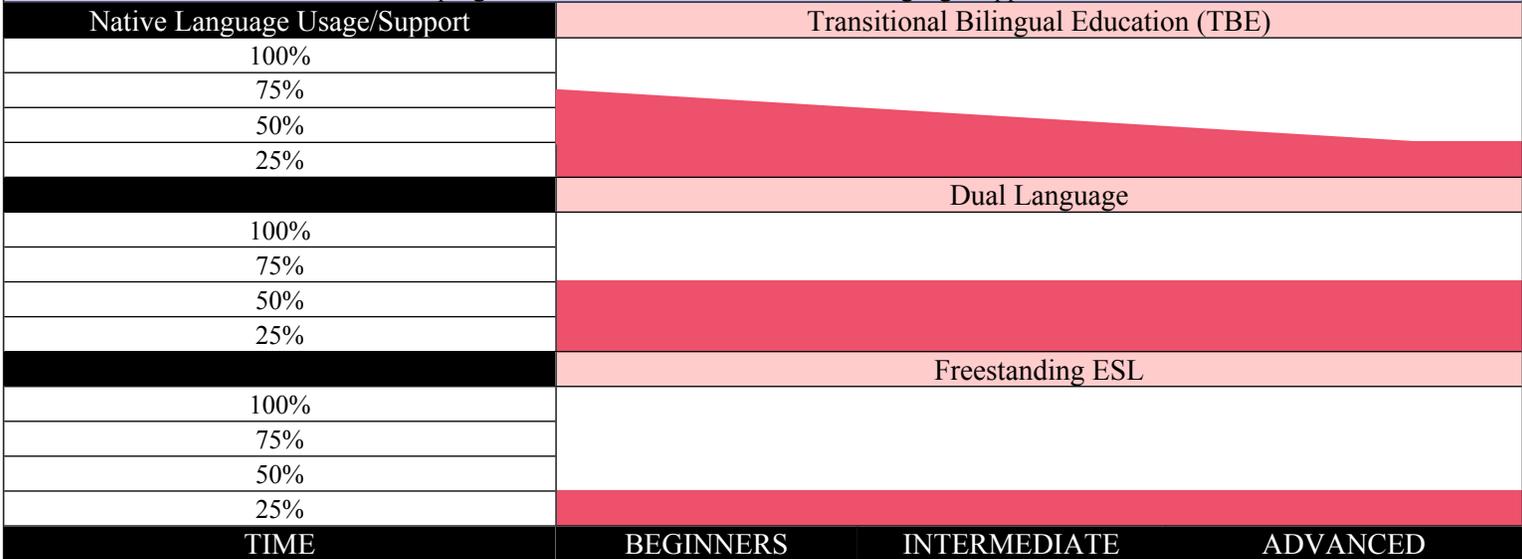
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Paste response to question here:

P140K offers several intervention programs for ELLs in ELA. Corrective Reading and Great Leaps are intervention programs targeting reading grades 3-8. Reading Mastery is a K-2 reading intervention program. The services range from small group in Great Leaps to one to one in Corrective Reading. All reading Intervention programs gear towards students with reading levels below their grade levels. The language in which they are offered is English. Native Language support is offered to students who need it through Alternate Placement paraprofessionals who speak the students' native language and English.

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

Paste response to question here:

As of now our Freestanding ESL program meets the needs of our ELLs in all content areas. At the same time it fosters language development because as literacy develops all 4 competencies are supported. ESL instruction provides language support in all content areas, ELA, Math, Science, Social Studies etc. The NYSESLAT results every year provide the necessary data that proves the effectiveness of the program. All classroom teachers at P140K are aware of the LEP students in their classes. Therefore, the necessary differentiation during instruction is provided.

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

Paste response to question here:

For the upcoming school year Reading Mastery for grades K-5 will be considered. This Intervention Program will target reading for alternate assessment students.

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

Paste response to question here:

Since all the intervention programs are new their effectiveness will be determined once there are results from the current services. None of the programs for ELLs will be discontinued.

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

Paste response to question here:

At P140K all students have access to every available program. Apart from the Intervention Programs, ELLs participate in PBIS as well as clubs and the after school programs which provide physical education services. ELLs that accumulate PBIS points have the opportunity to participate in educational clubs (technology, movies, games, work study) that are offered every Friday during school hours. All ELLs participate in the Intervention Programs because it is part of their weekly instructional plan.

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

Paste response to question here:

P140K uses New York State Math Curriculum Modules for alternate assessment students grades K-8. Math In Focus is used with standardized assessment grades K-8.

For ELA, Journeys (K-2), Expeditionary Learning (3-5), Readers Journeys (6-8), and On Our Way to English are used along with a variety of educational websites, which provide additional materials to support ELLs, such as eslprintables.com, kizclub.com, brainpopesl.com as well as various apps available. In addition, Bilingual Glossaries and Dictionaries are used for native language support.

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

Paste response to question here:

At P140K native language support is delivered through the use of native language resources as well as the presence of alternate placement bilingual paraprofessionals, who speak the students' native language and English.

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

Paste response to question here:

P140K uses a variety of resources to support ELLs in all subject areas. Freestanding ESL instruction is not only driven based on

the data collected, but also on the curriculum developed for each grade level. Therefore, the resources used are carefully selected and always age and grade level appropriate. Text adaptations are very often performed in order to meet the special needs of our students.

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.

Paste response to question here:

At P140K newly enrolled ELL students are offered orientation sessions both before the beginning of the school year and during the school year. In addition, summer school offers new Ls a great opportunity to integrate within the school environment.

18. What language electives are offered to ELLs?

Paste response to question here:

The only language elective ELLs are offered at P140K is Spanish since the largest number of our Ls are Spanish speakers.

19. For schools with dual language programs:

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

Currently, P140K only features Freestanding ESL program.

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.

Paste response to questions here

All teachers at P140K are required to attend at least 4 professional development courses a year. District 75 offers professional development courses which focus on the needs of the ELLs and their disabilities. In addition, in house professional development focuses on developing rigorous lessons and instruction aligned to the Common Core Learning Standards. The P140K professional development plan this year focuses on Advance: Measures of Teacher Practice. For the months of September and October PDs focused on Planning and Preparation, followed by Instruction in November and December. Classroom Environment will be the focus in January and February. The topics for the remaining of the academic year will be determined based on the existing and future needs of the staff.

At P140K classroom as well as cluster teachers work closely with the ESL teacher to assist ELLs as they transition from one grade to the next and from elementary to middle school. Additional tutoring is provided by classroom and/or cluster teachers to those ELLs who need academic support transitioning to the next level. On the other hand, guidance counselors offer psychological support and advice in order to address social issues and ensure a smooth transition.

However, ELL training for all staff is very crucial. Frequent reminders of the dates for the Jose P. training program are provided to ensure staff participation and completion of the program. All special education teachers are strongly encouraged to participate in the 10 hour ELL training. Records of the certificates obtained by the teachers who complete the training, are maintained in the teachers' files.

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?

Paste response to questions here:

At P140K the role of the parent coordinator is very important. It mainly involves parent outreach, providing resources to the families depending on their needs such as home attendant, and conducting workshops. Some workshops are: What is an IEP?, Why are Related Services Important? etc. Family engagement is also provided through special events such as weekend fairs. P140K offers parent orientation sessions at the beginning of the school year where parents are informed of the various activities scheduled for the year. For the parents of ELLs there are interpreters who provide translating services. Various activities are organized throughout the year that foster parental involvement. Parent meetings, parent-teacher conferences as well as assemblies are some of the activities. In addition, P140K offers parents a variety of workshops every year in order to inform parents of aspects of their children's education and requirements. Some of the subjects include IEPs, related services, busing etc. P140K also partners with agencies to provide workshops to parents. Agencies such as BCID, RAMAPO, QSAC, and IDEAL are some of which provide valuable workshops to parents. The needs of the parents are identified and evaluated through school-based surveys at the beginning of the school year. Translating surveys are provided to parents of ELLs. Based on the data collected and the needs of the parents P140K determines the activities and workshops that will take place throughout the year.

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:

Part VI: LAP Assurances

School Name: **P140K**

School DBN: **75K140**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roderick Palton	Principal		11/8/13
Heather Henschke	Assistant Principal		11/8/13
R. Biswas	Parent Coordinator		11/8/13
Georgia Ikonomou	ESL Teacher		11/8/13
Willie Mae Wright	Parent		11/8/13
Miguelina Reyes	Teacher/Subject Area		11/8/13
	Teacher/Subject Area		
Sandra Bynum	Coach		11/8/13
	Coach		
	Guidance Counselor		
	Network Leader		
C. Tucker	Other <u>Data Specialist</u>		11/8/13
C. McGuire-Boston	Other <u>Speech</u>		11/8/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75K140** School Name: **P140K**

Cluster: _____ Network: **4**

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

Part A: Needs Assessment Findings

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.

P140K determines its language translation and interpretation needs by using the data gathered when parents complete the Home Language Identification Survey, every time a new student is enrolled in the public school system for the first time. Additional data is gathered by the ATS reports that include the home language information. Emergency cards also provide information languages spoken at home. Direct contact with the parents and legal guardians assist with the evaluation and assessment of the school language needs.

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 SLT and parent/teacher meetings we discuss the school program. These settings are an open forum that is held to identify parents' concerns and needs. Translation is available to parents in their native language. As of now the largest percentage of the Non-English speaking parents speak Spanish, 22, while 2 speak Bengali, 1 Haitian Creole, 2 Arabic, and 1 Russian. Twenty of them require written translation while fifteen require both written translation and oral interpretation. Classroom teachers along with the School Based Support team and staff are all aware of the ELLs' parents and their needs. The parent coordinator, principal and assistant principals as well as the office staff and teachers make sure that Non-English speaking parents' translation and/or interpretation needs are met to ensure constant communication for the students' benefit.

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.

P140K provides in-house translation services to parents in their native languages by school staff and parent volunteers. . At P140K we currently provide translation services for Spanish, Haitian Creole, Bengali, Russian, and Arabic speakers. Non-English speaking parents have been provided with a translated Bill of Parents' Rights and Responsibilities. Limited English Parents have the opportunity to participate in and have access to all programs available. P140K has appropriate school signage and form in all five languages mentioned above. School documents are always translated on time since the translated team of the school sets the documents under strict priority.

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.

At P140K oral interpretation services are provided by staff members such as teachers, alternate placement paraprofessionals, and family workers. If an interpreter is required during IEP meetings the parent is informed to contact the chairperson on the Committee of Special Education.

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

P140K will fulfill Section V I of Chancellor's Regulations A-663 by translating all notices, memos, and any documents for parents in their native language. As a result, P140K translates documents in Spanish, Haitian-Creole, Bengali, Russian, and Arabic.