



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P141K  
**DBN (i.e. 01M001):** 75K141  
**Principal:** MICHELE THORNTON-MANNIX  
**Principal Email:** MTHORNT@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
Michele Thornton-Mannix	*Principal or Designee	
Jose Marin-Diaz	*UFT Chapter Leader or Designee	
Yvette Pierre	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joy Suarez	CBO Representative, if applicable	
Mary Rosa	Member/ Parent	
Cheree Cook	Member/ Parent	
Simone Sanchez	Member/ teacher	
Jennifer Mallamo	Member/ Teacher	
Donna Henry Allen	Member/ parent	
Vacant for UFT member	Member/	
	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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, all students from K-8 will increase their ELA proficiency as measured by a 5% increase of scaled score as assessed by FAST or Fountas and Pinnell levels.

### 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.

85% of our alternate assessment students K-8 are on level 1 or level 2 assessments. The scores on R1 and R10 range from 0 to 70. The baseline results indicated we as a school should focus on these standards as does the Citywide instructional expectations. However there are some students who are able to read independently on reading levels A through D according to Fountas and Pinnell. For these students we need to increase their skills and their reading levels for independence. We are going to target these students with Fountas and Pinnell intervention systems. 16 of the 22 Standardized assessment students have performed at level 1 on state exams. Thus the need to assess using Fountas and Pinnell running records and to instruct to move students up in their individualized reading skills. Intervention combined with expeditionary learning will help to bridge some gaps for these students. The students move up levels in Fountas and Pinnell, and the levels have comparable lexile score conversion if need be. SANDI results indicate of 330 students assessed with SANDI more than 60% of the students are assessed at Level 1. The standards of Reading for Information 1 are averaging 40% within that Level 1 grouping.

### 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. Distribution and coordination of the first semester of curriculum aligned to D75 units and to Unique.
2. SANDI training and FAST training for the staff who are assessing the students.
3. NYSAA training and collegial reviews established to ensure consistency of tasks linked to Standard 1 and 10. Saturday workshops offered.
4. Schedules set up to allow for the Professional learning community meetings.
5. Professional development toward Danielson's competency 2 and 3.
6. Fountas and Pinnell training to staff.
7. Creation of units aligned to the Ready Gen curriculum
8. New teacher orientation to share all areas of assessment with staff.

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

1. The administrative cabinet created the unit map for staff and distributed it to them on first day of orientation.
2. AP Ms Halperin, Ms Hodes F status and teacher Crystal Richberg made presentations . Ongoing
3. Each site has a NYSAA liaison who is working in conjunction with the APs. Ms Hodes F status has done collegial reviews to review sample tasks, district coach has been utilized to review sample baseline tasks.
4. All classroom teachers are teaching ELA as part of their schedules; all cluster teachers with exception of math and PE are focusing on ELA as part of their Advance evaluations. Each teacher is a part of a team who is working towards meeting the benchmarks for their students. Assistant Principal will facilitate some PLC meetings and will facilitate team days where data and specific skills sets are targeted.
5. Principal ,APs, F status coach, peers who attend CFI institutes will present on various team days, staff conferences, Saturday workshops and chancellor conference days.
6. Some key teacher who were trained last year, have turnkeyed it for staff. AUSSIE consultant has been contracted to continue the work in the area of reading instruction from last year with specific teachers, building capacity for this level of instruction.
- 7 Small curriculum teams have been established to review and revise Ready Gen to create a unit for all to follow. Adapted checklists and tasks will be created to meet the needs of all our learners.
7. APs and unit teacher combined to meet the agenda for this session.

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

1. Each staff member received the materials at their site meetings.

2. The fall Fast assessment is the baseline for all alternate assessment students. An average class score was established. The FAST scores were reviewed at Election day PD. Three team days have been scheduled where teams will review if the students have been mastering tasks aligned to the FAST items
3. All baseline data must be created by December 15<sup>th</sup> in order to allow for instructional time and retesting of work. Work samples are submitted into portfolio and collegial reviews of work are ongoing.
4. Sign in sheets and agenda samples will highlight the work discussed at PLCs.
5. Aps will see evidence and note it during informal observation cycles in the ADVANCE system for those they supervise. The feedback from the PD sessions will show improvement.
6. Fountas and Pinnell is being used as an informal assessment and intervention tool with some of the 12:1, 8:1 and 6:1 alternate assessment students . Baseline assessments were done June 2013. By December 15 F and P will be completed again. Intervention system will be used with these students who will be assessed 3 more times throughout the year to measure growth in their individual reading scores. Students in standardized assessment will be evaluated on state exams and periodic assessments of Fountas and Pinnell reading inventories. They will be assessed in the Fall and the spring.
7. Performance tasks aligned to the READY GEN curriculum will be created by January 5,2014 and administered by March 15,2014 to demonstrate skills toward standard 1.
8. Feedback forms were created and collected from these sessions to meet the needs of the new teachers. A support network was formed, and the same mentor is assigned to many at the same site .

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

1. September 3, all staff received the materials.
2. Specific targets are created to review on student portfolio checklists to see the growth towards FAST items. Second portfolio due Feb1 , third benchmark will be March 15 and then Spring FAST due by April 15.
3. All baseline tasks must be completed by December 15 to allow for the instructional time and the retaking of task for scoring. All testing needs to be completed by February 7<sup>th</sup> window date of submission.
4. Weekly meetings take place- Agendas must be submitted to APs monthly.
5. Saturday workshops offered every third Saturday at MS2. Chancellors conference days ,Sept 4,2013, November 5 2013 June 7 2014 and team days scheduled in October, tentative dates for December, January, March and April.
6. By December 15 F and P will be completed again. Intervention system will be used with these students who will be assessed 3 more times throughout the year to measure growth in their individual reading scores. Students in standardized assessment will be evaluated on state exams and periodic assessments of Fountas and Pinnell reading inventories. They will be assessed in the Fall and the spring.
7. Performance tasks aligned to the READY GEN curriculum will be created by January 5,2014 and administered by March 15,2014 to demonstrate skills toward standard 1.
8. Session was held on Wed August 28,2013.

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

1. Parent coordinator and administrative team made materials, paper and ink was needed as per TL supplies monies.
2. Fountas and Pinnell intervention kits purchased 1600. OTPS supplies
3. Per session funding for creation of tasks, review of MOSL materials, core curriculum initiatives and NYSAA collegial reviews. Citywide instructional planning 1308. Citywide instructional expectations 18,391. TL MOSL 1200. Per diem for professional development TL Core curriculum 2771. Para training sessions 3000. Per session funding.
4. Per diem coverage for the teachers to attend all day team meetings sessions
5. AUSSIE consultant 10,000.

**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.

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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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 in alternate assessment programs will improve math proficiency by a 10 % increase in scores over baseline programs as measured 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.

Upon review of math standards and Citywide instructional expectations it was evident the standards of Operations and Algebraic thinking are a major priority across grade levels. It is a standard to be focused on regardless of age and or functioning levels. Therefore it was a focus of inquiry with the curriculum team and the cabinet team. Upon review of 2012 SANDI data these areas were deficient. There were approximately 10 alternate assessment students who reached independent level according to SANDI in these areas up to grade 5. Those specific students are focusing on different strands for their performance tasks in Math. 225 of the 325 students assessed in FAST were assessed on level 1. The students need extensive support when on this level. The area of operations and algebraic thinking is a deficient area for our students. 27 of the 38 classes who have students assessed at level 1 are performing at less then 45% average in this area.

### **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) Alternate assessment students will be assessed with SANDI in October and May in Math.
- 2) Alternate assessment students will be assessed in FAST in late October and April,
- 3) Teachers will follow D75 units of study and 141k unit 1.
- 4) Go MATH will be immersed into units in January.
- 5) Measurement will be explored deeper for all the students.
- 6) Go Math was purchased through NYSTL funds to work toward common core learning standards. The manipulatives within the program are tangible but may need to be adapted to fit the needs of the students. Curriculum teams will be created in order to adapt the manipulatives for the students. related service provider will collaborate with the teams to even allow for the students to possibly creat and adapt materials during OT and PT sessions. IEP goals will be flagged from SANDI to meet subskills through practice. If SANDI skills are assessed and there is growth in these areas then it will carry over to FAST scores. Measuring of prompting levels for students to engage in the activities will be mesured even if concepts are not able to be measured yet.

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

- 1) Classroom teachers and the math cluster will implement appropriate strategies for students to meet the goals.

2) PE teachers will assist in math skills as their MOSL is connected.

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

1. data will be reviewed at November cabinet meeting as well as November Chancellor's day conference. 2. Data collected on FAST portal .3. two worksamples per student submitted by January 12,2014. 4) One math performance task completed by June 1 ,2014. 5) Portfolios submitted to site aps by June 15,2014.

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

At PLC meetings, ideas will be shared, common planning time, monthly staff meetings and survey by AP during professional development session.

November data reviewed at cabinet meeting

December – task and rubrics meeting mid December after CFI institute and Principal meeting

January 24 Math madness meeting after school at MS35,MS2 and 380 to review SANDI and performance tasks.

1.

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

1. NYSTL funding to cover GO MATH curriculum
2. Per diem coverage for attendees of training \$ 900.
3. Per session funding for creating of unit and adapting tasks \$ 3000.
4. Per diem coverage for team days 2000.

**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).

- 1) Workshop on GO MATH
- 2) Software list to be sent home so parents can access Brainpop and other materials for their students.
- 3) List of math apps to use at home to be sent home.
- 4) Parent workshops on the SANDI assessment to see how their student is evaluated on the two key areas or operations and algebraice thinking and number sense.

**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 improve in teacher effectiveness in domains 2 and 3 as measured by low inference evidence recorded in formal observations and/or partial walkthroughs reflected in ADVANCE systems.

**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.

Due to the new ADVANCE system and the citywide instructional expectations, a need for frequent observations and feedback is necessary to ensure quality of

instruction. Due to turnover, we needed to hire 12 new teachers to our organization. For new teachers it is imperative instructional supervisors get into the classrooms to insure student growth as well as provide additional professional for the development of these teachers. Teachers need more professional development in competency 3e, to collect appropriate data as evidence of growth. The growth must be linked to SANDI assessments, FAST data, Common core performance tasks and IEP goals.

Teachers still need work in the area of assessment and data collection with component 3d displaying 72% developing.

***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**

- 1) Using ARIS learn, professional development sessions, PLC meetings and afterschool sessions, staff will be further engaged in the work of Danielson and her frameworks for teaching which will in turn improve student outcomes. Implementation of running records, performance tasks, d75 units of study, and rubrics will be used with the students to continue to engage for instruction.
- 2) Advance coach to present specific domain targets to prepare teachers for competency 3e and for submission of appropriate artifacts for evaluation to cabinet and to teachers.
- 3) MOSL support specialist to present smart plans for teachers to meet students instructional needs.
- 4) Professional development sessions bi weekly, at staff conferences, team days, Saturday sessions and chancellor conference days.
- 5) Principal will also meet with APs for calibrating sessions, norming procedures, walkthrough debriefings with/without talent coach and cabinet discussions based on patterns and ideas for Professional development sessions.

1.

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

1. Aussie coach, F status school based coach ,Assistant Principals, mentors, district coach sessions, outside consultants and related service providers will work together as teams to familiarize themselves with Danielson’s frameworks to meet students needs.
2. ADVANCE coach to provide sessions to teachers.
3. MOSL support specialist and f status coach to present to teachers. F status coach to turn key to other sites.

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

1. Formal observations will be reviewed at cabinet to ensure calibration of observation tool and the next steps of instruction.
2. Cabinet meetings will analyze the areas of strength and weakness and provide professional development as needed.

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

- 1 Saturday workshops offered every third Saturday at MS2. Chancellors conference days ,Sept 4,2013, November 5 2013 June 7 2014 and team days scheduled in October, tentative dates for December, January, March and April.
- 2 Weekly meetings with AP at IS71 and MS2..

- 3 Weekly meetings with AP at P380 and MS35 for professional development and PLC wrap-ups.
- 4 Cabinet meetings every 2 weeks to discuss next steps.
- 5 ADVANCE talent coach to provide job embedded support to the cabinet four times throughout the year. Ongoing – list of days and reports will be submitted at end of year.
- 6 Teacher effectiveness program team meetings to get information and clarity to staff. Sept 4, Nov 5, Dec.16 other dates to be announced. The meetings end with next steps and questions for cabinet team members who turn key them appropriately to get more resources for the staff and students if needed.
- 7 Consultant Carol Musselwhite to work in Spring on adapting all classrooms for access to all.

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

6. Per session monies used for teams to meet, MOSL funding, CIE funding, Core Curriculum funding and per diem coverage. See goal #1
7. Educational consultant 16,000. Purchase order.
8. NYSTP voucher system to provide more computers and IPADs to establish more engaging activities in classes.

**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).

SLT agenda items to include the citywide instructional expectations.

Weekly progress charts going home to share with parents the curriculum and activities being practiced in the classrooms.

Clear envelope system used to improve communication at home.

Telephone message service used in order to invite parents to school functions.

**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	x	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, alternate assessment students from K-5 participating in EASE and Middle school participating with Material for the ARTS will increase their proficiency in speaking and listening as measured by a 5% increase in Speaking and Listening items as assessed by FAST.

**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 targeted group is made of all alternate assessment students. Each of these students are mandated for minimum of 2 speech sessions a week. They all have a deficit with communication, especially within an academic context. SANDI assessment denoted the level of area for FAST assessment. The percentages for level 1 students range from average of 16% to 45% as per their FAST fall series. For this reason it is a focus for instruction. Students are able to relate to the musical components of Materials for the ARTS and EASE instruction activities to integrate these skills into their toolbox.

**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**

1. Students will participate in activities with the EASE artists.
- 2) Staff attend the training and implement strategies in the class.
- 3) Students participate in music and visual arts sessions with Material for the Arts residencies. The staff will meet weekly to discuss the goals of the students. Each class will be recording data on engagement and communication during the music sessions. Both areas are reflected in SANDI assessment and link to SL1 component of FAST
- 4) Students participate in GRTL three times weekly which will assist with the focus. of academic skills
- 5) Speech providers should be reviewing the data for each of these students to align speech skills sets to the academic work of the standards.
- 6) FAST materials further dissected with staff,

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

1. EASE resident artists who assist the classroom teachers to use the EASE strategies in instruction, classroom teachers, cluster teachers, related service providers who push into sessions and also the paraprofessionals who have also been trained in the curriculum.
2. EASE resident artists who assist the classroom teachers to use the EASE strategies in instruction, classroom teachers, cluster teachers, related service providers who push into sessions and also the paraprofessionals who have also been trained in the curriculum. Assistant Principal will facilitate appropriate rubric.
3. Classroom teachers, paraprofessionals, Residents Joy and Louie, and related service providers assist and collaborate to create meaningful activities for students.
4. Classroom team, related service providers and AP facilitate with translation of the data.
5. Speech team and AP at each site should review and set up JARS routines to practice some of the skills targeted
6. Principal, AP, F status coach and MOSL coach work together to create a pd session to further dissect FAST.

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

1. 1) Daily attendance will show participation in sessions
2. EASE students who are on level 1 will be targeted. Data will be recorded two times a week for each student, and evaluated against the rubric.
3. MFTA students who are on level 1 and 2 will be targeted. Data will be recorded once a week for each student and evaluated against a rubric.
4. Data from residency rubric must be compared to GRTL data to see if the programs have positive impact on academic skills.
5. Speech team and AP at each site should review the data to see progress.
6. Survey of pd session to be administered.

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

- 1) Resident artists come weekly starting November 2013 through June 2014
- 2) Teachers are on different levels and attend training accordingly through EASE program. Grant is a pd grant level 1 and level 2 teachers attend 4 sessions, level 3 attend 2 sessions of PD.. Paraprofessional teams were trained June conference day and also on November 5, 2013.
- 3) MFTA residencies begin October and proceed through June 2014.
- 4) GRTL data is recorded in system monthly, reviewed at PLC meetings and cabinet meetings on monthly basis.
- 5) Data review meeting scheduled for the 20<sup>th</sup> of each month with AP and speech team.
- 6) Monthly staff conference will initiate pd session and follow up on January 14, 2014.

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

1. EASE grant started 4 years ago. We do not fund the per diem coverage for trainings, nor encumber art materials but do pay coverages for some debriefing sessions, TL instructional funds \$2000.
2. MFTA purchase order 10,000 TL Project arts- OTPS monies. We have received a matching grant again this year so they work through June with us on the goal.
3. GRTL TL instructional supplies OTPS 1400. DVDs 1600 consultant program and per diem coverage for 16 pd sessions 2400.
4. Per diem coverage for teachers who attend a team day session . \$6000.
5. F status teacher to assist with mentoring pd sessions curriculum writing and data collection. \$30,000.
6. Saturday academy of Title 3 is used to also support parents and students towards meeting this standard of Speaking and Listening.

## **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).

EASE grant provides 2 parent training sessions. Parent coordinator sets the dates. Lead teacher of EASE level 4 can also provide extra sessions. MFTA presents at SLT, and provides 3 parent workshops, one in the evening. MFTA has an assembly with students where parents are invited to attend. Lead facilitator presents at SLT meeting. Speech provider at 2 sites does presentation on JARS activities to share strategies with parents.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	----------	------------------	--	------------------	----------	---------------

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.

**7) Strategies/activities that encompass the needs of identified subgroups**

6.

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

1.

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

1.

**10) Timeline for implementation and completion including start and end dates**

1.

**11) 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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Fountas and Pinnell assessments and intervention strategies are used to improve decoding and fluency for the struggling readers . Teachers schedules are developed with the students in mind.	Small group instruction is used to target skills in writing based on ELA and SS performance Tasks.	During the day
<b>Mathematics</b>	. Go Math materials are used for added practice.and scaffolded support for the student s who are missing foundational math skills.	Small group instruction and 1:1 tutoring are used to focus students on specific skills	During the day
<b>Science</b>			
<b>Social Studies</b>			
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>			

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS 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.		
<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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)**

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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 <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>141</b>
School Name <b>P141K</b>		

### 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 <b>Ms. Thornton-Mannix</b>	Assistant Principal <b>Ms. Meek</b>
Coach <b>Hilary Hodes</b>	Coach <b>type here</b>
ESL Teacher <b>Joanne Glaski</b>	Guidance Counselor <b>Ms. Valentin</b>
Teacher/Subject Area <b>Melida Gaertner, ESL</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Patricia Lysius</b>
Related Service Provider <b>Monique Wheeler</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Arthur Fusco</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>398</b>	Total number of ELLs	<b>73</b>	ELLs as share of total student population (%)	<b>18.34%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	73
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	13

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	0	0	16	0	0	13	0	0	73
Total	44	0	0	16	0	0	13	0	0	73

Number of ELLs who have an alternate placement paraprofessional: 15

### 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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	4	2	4	5	7	2	7	5		1		45
Chinese		1	1			1			1					4
Russian										1				1
Bengali	2		1				3	1	1	1				9
Urdu														0
Arabic			1			1	1		1					4
Haitian	1						1		2					4
French							2							2
Korean														0
Punjabi								1						1
Polish									1					1
Albanian														0
Other	1								1					2
<b>TOTAL</b>	8	5	7	2	4	7	14	4	14	7	0	1	0	73

## 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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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					0
5					0
6					0
7	1				1
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
4									0
5									0
6									0
7	1								1
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	24		24	
NYSAA Mathematics	24		24	
NYSAA Social Studies	1		1	
NYSAA Science	0		1	

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.

All ELL students except for one seventh grader who is standardized assessed, at P141K, are in alternate assessment. At P141K, we use the NYSAA, FAST, SANDI assessment as well as Fountas and Pinnell with our students, including the ELLs. The FAST and SANDI are hand scored by the teacher who works with the student. The FAST and SANDI assess a continuum of early literacy skills/. They contain observable traits that assess reading skills at the early level. These assessment results are very helpful to the classroom teacher from one year to the next as it can describe the functional academic level of the student in a classroom setting. The one seventh grader is assessed with the Math Scantron, Fountas & Pinnel Reading as well as the NYS ELA and Math Exams. Upon examining the results of the data from the assessments the school can implement curriculum, lessons and units to meet the academic needs of students as well as develop accurate annual measurable goals for the the students' IEPs. The data results also provide information about ELLs by that they obtained early literacy scores at the same level as monolingual peers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As we examine the patterns across the four NYSESLAT modalities, speaking is the strongest followed equally by listening, then reading and finally writing being the weakest modality. When compared to the data patterns of the LAB-R, speaking is the stronger modality as compared to reading. Data patterns across proficiency levels of the LABR and the NYSESLAT are the same. Students perform with similar scores on each of the two assessments.
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](#))

After analyzing the patterns across NYSESLAT modalities, teachers will emphasize writing tasks that support the skills tested on the NYSESLAT during instruction. Writing, as assessed by the NYSESLAT is the modality that requires the most remediation for our students. All students who were evaluated with the LAB and LAB-R scored as Beginners, consistent with the results of the NYSESLAT. All the ELLs at P141K who are in the Alternate Assessment program are not participants of the NYS Periodic Assessments in ESL, however, they all participate in the NYSESLAT.

P141K uses information about AMAOs. The data yielded can easily be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The AMAO tool will allow P141K to easily copy data from ATS reports and calculate AMAOs. The Early Warning Indicator feature added to the tool will track factors that have been shown to lead to risk of lower academic achievement in ELLs. Such factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. P141K will also use the AMAO tool to identify trends and pockets of success and investigate the programmatic and instructional differences between groups of students who consistently progress toward proficiency and those who do not.

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?

P141K has an ESL program with a push in/pull out model. As indicated by the NYSESLAT and LABR scores, all the students in grades K - 6 are in the beginning range of English language acquisition except for two students whom are at the intermediate level. In grades 7-11, all students are at the beginning level of English language acquisition except for two whom are at the intermediate level and one being at the advanced level. On the NYSAA, ELLs scored comparable to their monolingual peers in alternate programs.

The school leadership and teachers will access ARIS to view the test results of the NYSESLAT and any other type of formal assessment results pertaining to each child. School leadership and teachers can analyze the data and scores to assist in creating meaningful and relevant instruction that addresses the individual needs of the student based upon their IEP. Furthermore, school leaders and teachers can use the resource of ARIS to view the periodic assessments conducted with ELLs and align instruction that addresses the strengths and academic needs of each student. From reviewing the NYSESLAT data, teachers can make choices of how to adapt curriculum and daily lessons that address the skills that require remediation.

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:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
All subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training or whom are awaiting placement for the Jose P training. Professional development offered by the ESL teacher, Joanne Glaski, will be completed by the subject area teachers and such ESL methodologies as TPR, CALLA, Language Experience Approach, Natural Approach, graphic organizers, scaffolding and multi sensory approaches used in conjunction with augmentative devices paired with Mayer Johnson symbols will be discussed and taught to the teachers. In addition, mutisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds.
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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The assessment of the programs for ELLs is assessed during the NYSESLAT which is given each spring. In addition, the ESL students will be assessed once each quarter with a teacher made checklist that addresses the goals on the IEP for each child. Such checklists evaluate each students individual skills and needs and the teacher will direct instruction to meet the needs of each students needs.

## 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](#).)

When new students arrive at P141K initial ELL identification is done at the CSE. After a language other than English spoken in the home is determined, the student is eligible to take the LABR. If the student does not pass the LABR in English, and if the student is Spanish speaking, he/she will take the Spanish LABR. In some cases, when a new student arrives at P141K without a home language survey, the certified ESL teacher(s) Joanne Glaski and Melida Gaertner, conduct the Home Language Identification Survey, which includes an informal interview in English and in the native language of the parent. Several languages other than English are spoken by the pedagogues at P141K and they are; Hatian Creole, Yiddish, Spanish, Russian, Albanian, Chinese, Polish, Arabic, and Bengali. These pedagogues will speak in the native language of the student and conduct the Home Language Survey. Upon assessment of the interview, the New York State permanently certified ESL teachers at our school determine the home language of the incoming student. When another language is spoken in the home and understood by the student, he/she is eligible to participate in the LAB-R, if he/she has not done so at the CSE, which is administered within the first 10 days following the first day of entrance. If the student does not get a passing score on the LAB-R, and if they are Spanish speaking, the Spanish LAB is administered to assess their Spanish language proficiency. Upon evaluating the score on the LAB-R, it is determined if the student is eligible for the ESL program. Students are also identified by utilizing the ATS report RLER and RLAT which identifies students who are eligible for the LAB-R and those who participated in the NYSESLAT while attending

other NYC schools.

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.

Options for special education at District 75 are discussed at the CSE and are aligned with parent request. Through the school's Parent Coordinator, Pat Lysius, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

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:

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.

To annually evaluate the level of English of ELLs at P141K, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs. This test is administered by two certified ESL teachers, Melida Gaertner and Joanne Glaski. Procedures for ensuring that the four components of the NYSESLAT are administered include testing all students who are enrolled in ESL. Each student regardless of their disability will be given an opportunity to participate in all four components of the NYSESLAT. The ESL teachers will keep a list of all the students and record that all four components of the NYSESLAT have been completed by the student.

Depending on the score, students may be at beginner, intermediate, advanced or proficient level. ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYS Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers.

Students at the advanced level will receive 1 unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

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.

Procedures for ensuring that the four components of the NYSESLAT are administered include testing all students who are enrolled in ESL. Each student regardless of their disability will be given an opportunity to participate in all four components of the NYSESLAT. The ESL teachers will keep a list of all the students and record that all four components of the NYSESLAT have been completed by each student.

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. [①](#)

Options for special education program selection at P141K, District 75 are discussed at the CSE and are aligned with parent requests. The program models of ESL, push in/pullout are offered at our school. In the event a parent requests a bilingual class, a bilingual paraprofessional is assigned to that student and ESL classes will be added to the student's program. This paraprofessional will speak the same native language as the student as well as English and offer interpretation in the classroom during content area instruction as well as communication with parents of the child. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

## 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])?

The ESL program at P141K is a push in /pull out model. Our ESL program is composed of 73 ELLs. 72 of whom are assessed using the NY State Alternate Assessment (NYSAA). One student is assessed with standardized assessments. Of the 73 students who are ELLs, 14 have IEP's that request a bilingual class. These fourteen ELL students are in Alternate Placement. Students in an Alternate Placement setting receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Each student is served according to their IEP. When creating ESL groups, the ELLs are grouped heterogeneously, but no more than three years difference in chronological age.

The ESL teachers will collaborate with the elementary cluster/classroom teachers of the ELL students during the common preparation periods that exist twice per week. During these planning periods, each teacher will create materials, plan assessments and lessons and also evaluate past lessons. At the high school level, common preparation periods are provided to enable ESL teachers to plan curriculum and units of study three times per week. The ESL teachers will provide to students using strategies such as TPR, graphic organizers, Language Experience Approach and text adaptation. Also, ESL will be provided through a combination of push in and pull out models of instruction at the elementary level, and as a push in model in the high school. Additionally, instructional materials which are both grade and age appropriate include content area books, Rigby (On Our Way To English), Penguin Adapted Novel Sets, teacher made adapted books, Mayer Johnson picture symbols as well as an array of augmentative communication devices. Such devices include cheap Talk, Step by Step, Tech Talk, Go Talk, and Communication Skills Builder. At the elementary level, trade picture books are adapted with picture symbols, textured materials, props and puppets, so that language acquisition will be fostered and meet the diverse needs of the student population. P141K's teachers and paraprofessionals serving ELLs will also be supported through Coaching services provided by the district's instructional coaches. In addition, P141K will encourage the attendance of Bilingual, ESL and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs. Teachers will demonstrate self learning and

professional development by attending off site workshops. With support, teachers will model academic language and consistently spiral language so that students language proficiency grows. Evidence of student work displayed in each language and class libraries are clearly defined. All students in bilingual classes receive the number of units of ESL in instruction as required by CR part 154.

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)?

ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. In high school (grades 9-12), students at the Beginner level will be provided with 540 minutes of ESL per week. Those at the Intermediate level will have 360 minutes per week and Advanced students will have 180 minutes of ESL and 180 minutes of ELA. Students will be grouped according to English Language proficiency based on their score obtained on the NYSESLAT. Group size will be maximized while maintaining student staff ratios specified on each student's IEP. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, digital camera, recording devices etc., will be incorporated to give the students additional instructional support. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress. If eligible, students will be administered the Spanish LAB to determine the proficiency of their native language. There are also bilingual psychologists available for annual reviews, who may speak one of the languages listed: Spanish, Bengali, Chinese, Arabic, Yiddish, Russian, Albanian, Haitian Creole, Greek or Polish.

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.

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, and graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology and augmentative communication devices paired with Mayer Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in Alternate Assessment additional instructional support. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. :

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

Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction. At P141K we have bilingual picture books and materials. These materials are read by bilingual staff to the students who share the same native language. Many times throughout the day the bilingual ESL students will participate in verbal dialogue with a staff member (paraprofessional, counselor, teacher or administrator). A staff member is always available to provide interpretation for the student or parent in their native language

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

ESL students will be assessed each quarter with a teacher made checklist that addresses the goals on the IEP for each child as well as measures the student's listening, reading, writing and speaking. Such checklists evaluate each student's individual skills and needs and the teacher will direct instruction to meet the needs of each student.

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).

Instruction is differentiated for ELLs with severe disabilities and more adapted books need to be added to the classroom libraries. Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP. Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP.

Currently we have 44 newcomers and they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. The classroom teacher will be offered additional support and continuous consultations with the ELL teacher. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, Title III Saturday Academy program and participation in clubs, such as student government will be offered to SIFE students. ELLs continue to receive support and reinforcement of their expressive language development through the use of Picture Exchange Communication System (PECS) and their receptive language development through the use of Goosen's Aided Language Stimulation, ALS, (integrates symbols into daily classroom and group activities). Overall, communication skills are addressed through other forms of Augmentative and Alternate Communication (AAC) systems.

At this time we do not have SIFE students, but if and when we do we will offer communication in the Native Language in both written and verbal form, mandated ESL services, a buddy system, peer tutoring, and Title III Saturday Academy to each student.

Students characterized Extended servicable ELLs have been receiving ESL services for a time more than 3 years, but less than 6(4-6 years). At this time we have 17 such ELL students. Such students, serving 6 years or more and those with 4-6 years will be supported with services from an ESL teacher, and instruction will be provided to coincide with the students IEP goals and objectives. At this time we have 12 such students. At P141K, ELL students receive an extension of services for ESL until they score proficiently on the NYSESLAT and until the IEP reflects that they no longer have ESL for their individual program.

At P141K, ELL students receive an extension of services for ESL due to their individual and specific education needs. Two fully certified ESL teachers, Joanne Glaski and Melida Gaertner, provide support and academic intervention to these students for at least 150 minutes per week. These teachers use various ESL methodologies, such as: Total Physical Response (TPR), Language Experience Approach (LEA), Cognitive Language Learning Approach (CALLA), graphic organizers, and manipulatives such as Mayer Johnson picture symbols to represent words and actions.

Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. The use of ESL strategies, scaffolding, classroom libraries in English, as well as the use of ESL Standards, are all an integral part of the instruction of our ELLs.

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?

To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYSESLAT Standards as well as the CCLS and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, digital camera, recording devices, etc., will be incorporated to give the students additional instructional support. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress. If eligible, students will be administered the Spanish LAB to determine the proficiency of their native

language. There are also bilingual psychologists available for annual reviews, who may speak one of the languages listed: Spanish, Bengali, Chinese, Arabic, Yiddish, Russian, Albanian, Haitian Creole Greek or Polish.

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?

The ESL teachers create an individual academic intervention plan for ELL students' success and achievement through consultation with the homeroom teachers, related service providers and support staff. students additional instructional support. These researched based programs include the Smart Board interactive system, software programs (e.g. Reader Rabbit, I spy, Teach Me Nouns, Same and Different, School Zone Alphabet. Edmark Reading, Brain Pop, Star Fall, PBS Kids, Getting Ready to Learn, Head Start, More Starfalls Math, AuditoryMemory for Quick Stories and the Pearson Longman ABC Story Book series). The ESL teachers create an individual academic intervention plan for ELL students' success and achievement through consultation with the homeroom teachers, related service providers and support staff.

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

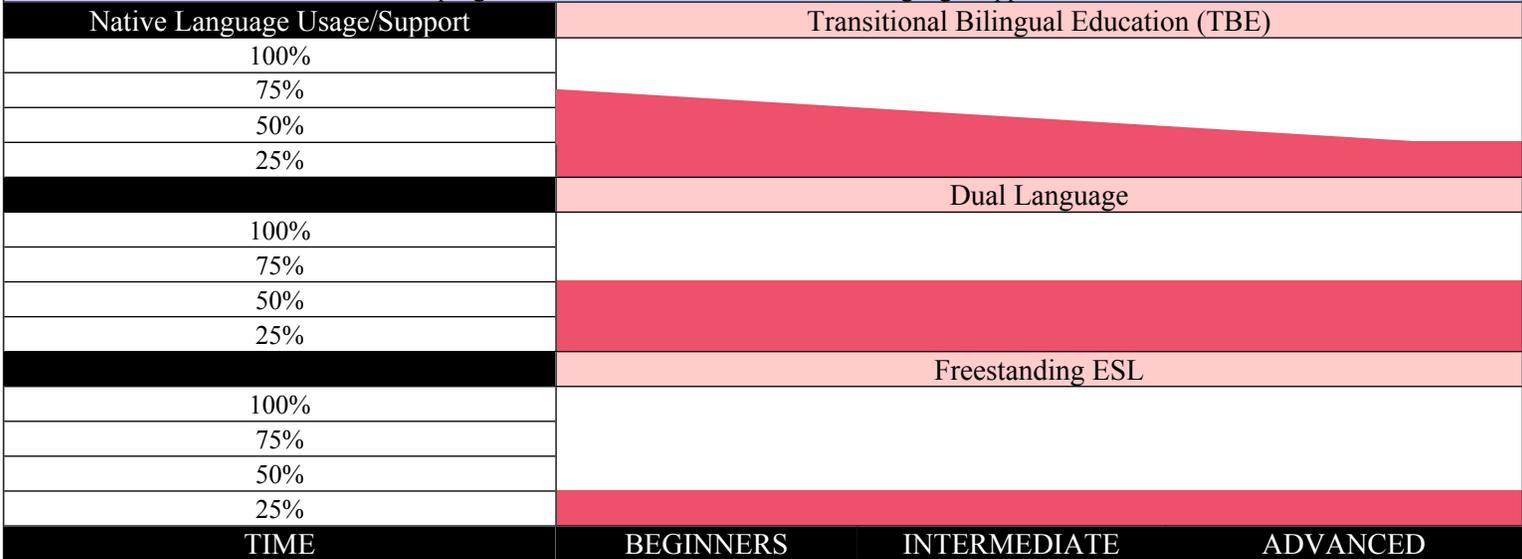
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**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.

At P141K the intervention programs offered for ELLs in ELA, Math and content areas such as Social Studies and Science are in school AIS services and the Title III Saturday Academy. These programs provide additional instruction and remediation in the content areas as well as in Math and ELA and targeted skills are aligned with CCLS. Throughout the day, ELLs who are deemed to be struggling and in need of academic support, are assigned a teacher, who is on their professional options period, to work with. The teacher and student will have an individual tutoring session for about 50 minutes and will instruction will commence as per student needs as discussed at the September planning conference with the student's homeroom teacher and parent. Each marking period student assessment will occur and through another planning conference, the student's program and progress will be evaluated and adjusted as necessary. Services will be offered in the student's native language and in English.

The Title III Saturday Academy provides four hours of supplemental instruction, at least five times per year. In this program, students are taught by an ESL teacher in a classroom setting that follows the teacher/student ratios of the individual IEP. Topics of content area instruction are provided in English and the native language by a bilingual paraprofessional who speaks the same native language as the student.

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

The current program consists of content area instruction that follows the NYC and NYS CCLS for all subject areas. In addition, when students indicate a Bilingual program according to their IEP, students in an Alternate Placement setting receive additional support in the native language and English from a paraprofessional who speaks the students' native language. Each student is served according to their IEP. Students will benefit from the development of their native language and that of English.

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

For the 2013-2014 school year P141K will conduct the Title III Saturday Academy which provides supplemental instruction to all ELL students after school and on Saturday.

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

At this time, no programs/services for ELLs will be discontinued, but ELLs will have the opportunity to participate in the Title III Saturday program which is a supplemental language enriching program occurring on five Saturdays in 2014.

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

ELLs are afforded equal access to information about all programs through the use of interpretative services and written communication offered in the ELLs' native language. Through the Federal Title III program grant, we will be offering after school and Saturday workshops to parents and students of ELLs. Such workshops will be informative and interactive. Parents will participate in workshops to better assist their children at home with home work and topics learned at school, and students will have instructional classroom support by a certified ESL teacher. This program will invite all ELLs to participate in additional instruction for four hours per each Saturday. The sessions will have carefully designed lessons that address language acquisition and academic enrichment. ELLs will be invited to the program with a letter explaining the details, written in their native language as well as with a phone call in the native language to the home.

The school at P141K invites all students to events and keeps them informed by communicating with the home in their native language via phone calls or written materials. In addition, AIS (Academic Intervention Services) will be offered before school to ESL students if their program requires it.

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

Instructional materials using technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, Smart Board, iPad, digital camera, recording devices etc... will be incorporated to give the students additional instructional support. The ESL teachers create an individual academic intervention plan for ELL students' success and achievement through consultation with the homeroom teachers, related service providers and support staff. These researched based programs include the Smart Board interactive system, software programs (e.g. Reader Rabbit, I spy, Teach Me Nouns, Same and Different, School Zone Alphabet.

Edmark Reading, Brain Pop, Star Fall, PBS Kids, Getting Ready to Learn, Head Start, More Starfalls Math, AuditoryMemory for Quick Stories and the Pearson Longman ABC Story Book series).

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

There are bilingual paraprofessionals and teachers who may speak one of the languages listed: Spanish, Bengali, Chinese, Arabic, Yiddish, Russian, Albanian, Haitian Creole, Greek or Polish. Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction. At P141K we have bilingual picture books and materials. These materials are read by bilingual staff to the students who share the same native language. Many times throughout the day the bilingual ESL students will participate in verbal dialogue with a staff member (paraprofessional, counselor, teacher or administrator). A staff member is always available to provide interpretation for the student or parent in their native language.

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

The required services and resources correspond to ELL's age and grade levels by following the student IEP recommendation. ELL students are grouped heterogeneously for ESL classes based on their age and IEP classification. Students will only be placed in groups with peers whom are no more than 3 consecutive years in age difference, which is consistent with the IEP guidelines. In addition at P141K, most 12:1:4 classes consist of students who are no more than one year apart, therefore it is insured that when the ESL teacher conducts a push in session, all students will be within the required age brackets for grouping.

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.

Newly enrolled ELL students will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. Through out the year, classroom teachers will be offered additional support and continuous consultations with the ELL teacher. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, Title III Saturday Academy program and participation in clubs, such as student government will be offered to students. ELLs continue to receive support and reinforcement of their expressive language development through the use of Picture Exchange Communication System (PECS) and their receptive language development through the use of Goosen's Aided Language Stimulation, ALS, (integrates symbols into daily classroom and group activities). Overall, communication skills are addressed through other forms of Augmentative and Alternate Communication (AAC) systems.

Additionally, through the Federal Title III program grant, we will be offering after school and Saturday workshops to parents and students of ELLs. Such workshops will be informative and interactive. Parents will participate in workshops to better assist their children at home with communication, independent daily living skills, home work and topics learned at school, as well as students having instructional classroom support by a certified ESL teacher.

18. What language electives are offered to ELLs?

N/A:

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)?

N/A

### **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.

During the 2013-2014 school year, P141K's professional development plan for all staff including assistant principals, counseors, speech therapists, Occupational therapists, Physical therapists, teachers, paraprofessionals, secretaries, psychologists, family workers and school aides, who provide services to ELLs will be included in the following: Jose P Training offered by the district in November 2013 and January 2014. They will learn strategies and methods such as the delivery of TPR (Total Physical Response), scaffolding, the Language Experince Approach, and the development of graphic organizers. Staff participation will be recorded on form # 8 of the P141K ELL Compliance Document. Professional development instruction will include CALLA Instruction in September 2013, training on the Assessment of Basic Language and Learning Skills (ABLBS) in October 2013 The Language Experience Approach in February 2014, Total Physical Response in March 2014, Strategies and Materials for Alternate Placement Instruction in April 2014, NYS ESL Standards in May 2014, and The Adaptation of ESL Materials for the Education of ELLs with Severe Disabilities in June 2014. Staff who provide services to ELLs will receive support as the students transition from one school level to another and they will also discuss student progress, famliy involvement and methodologies that work best for each student. In addition, our homeroom teachers and ESL teachers will work collaboratively in sharing best practices and methodologies with the school community. Records of attendance will be maintained through a staff sign in sheet which will be stored in the administrators office.

ESL and bilingual teachers will participate in professional workshops regarding the engagement of the CCLS by attending courses offered by the Dept of Education and its affiliates. .

### **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?

P141K partners with community organizations at monthly PTA meetings and after school and Saturday workshops. Such organizations are Sinergia, Inc. QSAC and YAI . Materials are available in parent's Native language as well as interpreting services as needed. An evaluation form is offered at the conclusion of each meeting as well as at the end of the Title III Saturday workshop in an attempt to address the needs of the parents. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

### **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:** \_\_\_\_\_

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 75K141 School Name: 141K

Cluster: 754 Network: 4

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

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

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

We used data from the school demographics and the accountabilities profile, home surveys prior to child's admission into school, outreach via home telephone calls by the PA Executive Board and when necessary, home visits by our family worker to assess our school's written and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. .

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

The findings were reported to the school community via the Parent Coordinator's school's newsletter. At P141K there are approximately 80 parents who speak another language other than English in the home. The prominent language for translation and interpretation within the P141K organization with 46 of the .73 ELLs, speaking it, is Spanish. In addition, P141K's ELL population consists of students who speak a variety of languages such as Chinese, Russian, Bengali, Arabic, Hatian, French, Punjabi, Polish, Yiddish and Greek. The findings were reported to the school community via the Parent Coordinator's school's newsletter. Materials will be translated as needed into these languages by using the DOE Office of Language and Interpretation. Also, staff members of 141K who speak any of the above languages will provide oral interpretation as needed. In the event an oral interpretator is not available, 141K will contact the Office of Language and Interpretation to perform this task

## Part B: Strategies and Activities

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

P141K dual language staff members have been given a calendar of the upcoming school events and functions. They will translate all in-house written correspondences between the school and home for the entire school community. Members of our PA Executive Board will provide additional assistance. Also, we have and will continue to use DOE Office of Translation and Interpretation Unit to provide written interpretations from English to Spanish, Haitian, French, Arabic, Russian, Polish, Bengali, Chinese, Punjabi, Greek and Yiddish for various written notices sent home to parents. Selected staff such as counselors, paraprofessionals, teachers and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.

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

. Selected staff and members of the PA Executive Board can provide oral translation services, as well as the DOE Office of Translation and Interpretation Unit at meetings and workshops. We will provide oral interpretations from English to Spanish, Arabic, Russian, Polish, Bengali, Chinese, Punjabi, French, Haitian, Greek and Yiddish at various meetings and workshops. Selected staff such as counselors, paraprofessionals, teachers and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.

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>.

141K will obtain from DOE website information in each of the covered languages. Whenever scheduled IEP meetings, Parent/Teacher Conferences, PA Meetings and other school-related functions are held, we will access the services of DOE Office of Translation and Interpretation Unit and/or our own qualified staff. We will provide information on the Parents Bill of Rights and Safety Plan for students through written and oral interpretation in Spanish, Haitian, French, Punjabi, Bengali, Chinese, Arabic, Yiddish, Polish and Russian as well as any other languages that parents may speak.