



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 231K
DBN (i.e. 01M001): 75K231
Principal: CHRISTINA FOTI
Principal Email: CFOTI@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: ADRIENNE EDELSTEIN

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
Christina Foti	*Principal or Designee	
Jacqueline DeMaria	*UFT Chapter Leader or Designee	
Berglind St. Louis	*PA/PTA President or Designated Co-President	
Maria Cruz	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Doris Dunn	Member/ SLT	
Serge Honore	Member/ SLT	
Fiona Johnston	Member/ SLT	
Concetta Diaz	Member/ SLT	
Antoinette Bianco	Member/ SLT	
Elizabeth Cantanese	Member/ SLT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By the end of the 2013-2014 school year, alternate-assessment students will increase their proficiency in reading skills as evidenced by a 5% increase over a baseline as measured by a student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/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.

Based on an analysis of the 2012-2013 ABLLS-R assessment in the domain of reading, 37% of our alternate students demonstrated progress in reading. With a large K-2 population, an analysis of data indicated that this progress was made in pre-readiness skills and supported the 10% projected increase during the 2012-2013 school year. In contrast, this year we've identified higher-order thinking skills in reading as our annual goal for students in alternate assessment and consequently, the 5% target is appropriate. This goal targets individual student's entry points, supports direct instruction and challenges inquiry-based teams to analyze student work to identify strengths, areas of growth and next steps for instruction. In addition to the ABLLS-R assessment data, teacher teams reviewed and analyzed student performance data from the following assessments and/or tools:

- ABLLS-R Assessment (Reading Domains)
- SANDI Assessment (Reading Domains)
- FAST Assessment (Reading Domains)
- Performance on the 2013-2014 NYSAA ELA
- Data ELA CCLS aligned performance tasks

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. **Curriculum Mapping**: A review of data helped the instructional cabinet choose the Common Core Standards that were selected as areas of focus for instruction during the 13-14 school year. These selected priority standards are reflective of the major content of the grade and the needs of our students. PS 231K's priority standards appear most often in our curriculum maps to provide students with maximum exposure to the identified standards and opportunities to master reading skills associated with the standards. Our data team continuously tracks student progress based on information from all the sites within the organization; the data team identifies overall trends in reading skills and proposes corrective strategies to maximize student achievement.
2. **Teacher Teams**: Teacher teams have been a fixture of PS 231K for the last four years. We continue to expand these teams as we refine protocols and inquiry for the analysis of student performance data as well as student work products. Teacher teams across the organization use the ATLAS protocol (developed by National School Reform Organization) to develop a uniform process for collaborative analysis of student work. Similarly, teacher teams engage in discussions around the school vision and personal belief systems (e.g. how students learn best...) with the goal of sustaining highly effective teacher teams and practices.
3. **Commitment to Instructional Coherence**: PS 231K is committed to the development of instructional coherence across sites, teacher teams, grade

levels and classrooms. Evidence of coherence is demonstrated through the use of curriculum maps, teacher team meetings structures and protocols, inquiry bulletin boards across sites, collaborative instructional cabinet meetings, common planning of performance tasks during SBO time, uniform assessments, and universal curriculum options. In keeping with the Chancellor's 13-14 citywide expectations, PS 231K is implementing "learning through experience" as its school-wide instructional focus after successfully piloting this focus during PS 231K's summer 2013 program. This focus was chosen by the school community, with the understanding that our students learn best through hands-on projects and real-world experiences.

4. **Balanced Literacy:** Over the past 3 years, PS 231 has implemented a direct instruction literacy program (SRA) in conjunction with a Balanced Literacy practice in order to provide targeted academic intervention and build foundational skills. As we've developed coherence within SRA instruction, student performance data reflects mastery of foundational reading skills. This in turn, has allowed us in 2013-2014 to dig deeper into higher-order thinking skills through Balanced Literacy instruction. The work for this year, and going forward, is around supporting our teachers and our Teacher Teams in developing coherence.

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

1. **Curriculum Mapping:** Key personnel to implement this strategy include the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal and our leadership intern were identified to participate in the process of selecting priority standards and writing the PS 231K curriculum maps. Per session funding was allocated to support this work, and class schedules were adjusted to accommodate teacher availability. SBO time is used strategically to foster collaborative planning and to deepen teachers' proficiency with regard to the Danielson Framework. Teachers, related service providers, paraprofessionals and the instructional cabinet all attend and participate in the designated SBO time.
2. **Teacher Teams:** Key personnel to implement this strategy included the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal and our leadership intern. UFT and principal worked collaboratively to designate a weekly time in the schedule to accommodate regular and uninterrupted teacher-team meetings.
3. **Commitment to Instructional Coherence:**
 - a. Across Sites: Key personnel to implement this strategy include the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal and our leadership intern. Resources include the use of school-wide curricula options and curricula maps, weekly instructional cabinet meetings with representation from each site (supported by per session funding).
 - b. Across Teacher Teams: Key personnel to implement this strategy included the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal, our leadership intern, and classroom and cluster teachers. A school-wide teacher-team pacing calendar is used to promote coherence and maintain timelines. Teacher teams share their work across sites through site bulletin boards, which detail the work of each team. The instructional cabinet reviews the work of teacher teams across the organization and shares highlights that will impact practice across the organization. In addition, samples of student work together with teacher team feedback, including implications for pedagogical practices, are routinely shared and exchanged for professional development within the teams and organization.
 - c. Across grade levels: SBO professional development sessions are utilized as a structured opportunity to engage 100% of staff (teachers, paraprofessionals and related service providers) in training around the alignment of curriculum, Danielson Framework, the Chancellor's Citywide Instructional Expectations and priority standards. The goal of this work is to ensure instruction encompasses appropriate instructional strategies to help foster the success in the area of reading. Teachers, across grade levels, develop units that are consistent with the UDL principles. These units are based on the content of the PS 231K curriculum maps. Formative walkthroughs and feedback sessions are provided to teachers. Administrators analyze walkthrough data monthly to determine organizational strength, paying particular attention to trends across the grades with an eye towards vertical alignment and planning. Adjustments to the use of organizational resources and professional development are made to strategically support the on-going professional development for staff.
 - d. Across classrooms: Key personnel include all PS 231K staff members and district coaching support staff working towards the implementation of the

school-wide curriculum, instructional focus (learning through experience) and instructional strategies chosen by the school community. Resources include multiple grants obtained by individual teachers as well as the school, the ongoing fiscal support of our PTA, NYSTL funds used to purchase curriculum materials, district professional development opportunities, MOSL funding, citywide instructional expectation funding, Resolution-A funding from our council representatives and the Manhattan New Music Project.

4. **Balanced Literacy:** Key personnel include our leadership resident, who has served as a common core fellow and district literacy coach, as well as our main site coordinator, who was hired in 13-14 to help build literacy instruction practices across the organization. Both key players have designed, implemented and turn-keyed professional development opportunities for staff throughout the organization. Key players lead instructional cabinet in determining priority areas of support.

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

1. Curriculum Mapping:

- By March 2014, curriculum mapping work will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, curriculum mapping work will contribute to a 5% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

2. Teacher Teams:

- By March 2014, teacher team work will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, teacher team work will contribute to a 5% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

3. Commitment to Instructional Coherence:

- By March 2014, PS 231K's commitment to instructional coherence will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, PS 231K's commitment to instructional coherence will contribute to a 5% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

4. Balanced Literacy:

- By March 2014, PS 231K's balanced literacy work will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, PS 231K's balanced literacy work will contribute to a 5% increase in reading skills proficiency as measured by student-

appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

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

1. Curriculum Mapping:

August 2013- September 2013: A review of data determined PS 231K's priority Common Core Standards. Instructional cabinet used this analysis to write the 2013-2014 curriculum maps.

October 2013-June 2014 - Data team continuously tracks student progress based on information from all sites within the organization; the data team identifies overall trends in reading skills and proposes corrective strategies to maximize student achievement.

October 2013-June 2014- Teachers track teacher progress and make instructional decisions based on this data.

2. Teacher Teams:

September-January 2014: Teacher teams engage in development of teacher team binders and begin identifying instructional needs and strategies to support student achievement.

January-March 2014: Teacher teams across the sites will engage in collegial review of the student work contained in these binders, begin identifying instructional needs and strategies to support student achievement.

March-June 2014: Teacher teams across the sites will engage in collegial review of inquiry binders, continue reviewing the student work contained in these binders and continue identifying instructional needs and strategies to support student achievement. Teacher teams will highlight suggestions for organizational shifts to improve the overall process.

June 2014: The instructional cabinet in collaboration with representatives from the PS 231K community will propose adjustment to curriculum maps and instructional strategies based upon collegial review from the teacher-team meetings.

3. Commitment to Instructional Coherence:

September 2013-June 2014: Across sites, administrators perform bulletin board walks and give teachers targeted feedback regarding instructional processes and student work.

September 2013-June 2014: Across classrooms, administrators engage in a process of norming and calibrating teacher rating and feedback processes.

December 2013-June 2014: Across sites, celebrations of final performance tasks take place.

November 2013-February 2014: Across sites, teachers engage in the NYSAA collegial review process to assess rigor and accuracy of work

products.

September 2013-June 2014: Across grades, data analysis (including the analysis of performance tasks) looks at instructional coherence

4. **Balanced Literacy:**

October 2013: Teacher-team instructional meetings focus on developing balanced literacy practices with emphasis on independent reading.

November 2013: Election Day PD focuses on developing balanced literacy practices with emphasis on independent reading.

September 2013-June 2014: Teacher observation feedback focuses on balanced literacy priorities as outlined by the instructional cabinet.

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

1. **Curriculum Mapping:** Scheduling to accommodate weekly teacher-team meetings; SBO time devised in collaboration with UFT; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings
2. **Teacher Team Meetings:** Scheduling to accommodate weekly teacher team meetings; SBO time devised in collaboration with UFT; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings
3. **Commitment to Instructional Coherence:** School-wide curriculum choices, scheduling to accommodate weekly teacher team meetings; SBO time devised in collaboration with UFT; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings
4. **Balanced Literacy:** NYSTL allocation used to purchase SRA Corrective Reading and Reading Mastery; 2 periods of reading daily; scheduling to accommodate weekly teacher-team meetings; monthly teacher-team instructional meetings; grants for independent reading books

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).

PS. 231K engages parents in support of their children's education by:

- Providing parents with opportunities to attend various workshops to gain insight and information regarding strategies that can be used at home for reinforcement.
- Offering opportunities to attend Curriculum Day. This day is designated to inform parents about the curriculum for the school year. Parents will have opportunities to speak to all educators regarding expectations, goals and the current curriculum.

P.S. 231K shares information with parents about the educational program through:

- Providing parents opportunities to review student portfolios, which include student progress and next steps based on suggestions from teachers.
- Regular phone calls and dissemination of useful notices, memos, newsletters, and other communications
- Presenting student work at School Leadership Team meetings to communicate student progress, curriculum requirements to the parent body.

Resources offered by P.S. 231K to support students achievement and meaningful parent involvement:

- Training/workshops that connect the stated needs/wants and aforementioned resources.

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	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

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

By the end of the 2013-2014 school year, 100% of standardized assessment students in grades K-5 will demonstrate an average increase of at least 1.5 reading levels as evidenced by the Fountas and Pinnell 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.

A review of 2012-2013 Fountas and Pinnell data indicated the following results:

- Students in Kindergarten demonstrated an average increase of 1.42 reading levels
- Students in grades 1-3 demonstrated an average increase of 2.7 levels
- Students in grades 4-5 demonstrated an average increase of 1.5 levels

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. **Curriculum Mapping:** A review of data helped the instructional cabinet choose the Common Core Standards that were selected as areas of focus for instruction during the 13-14 school year. These selected priority standards are reflective of the major content of the grade and the needs of our students. PS 231K's priority standards appear most often in our curriculum maps to provide students with maximum exposure to the identified standards and opportunities to master reading skills associated with the standards. Our data team continuously tracks student progress based on information from all the sites within the organization; the data team identifies overall trends in reading skills and proposes corrective strategies to maximize student achievement.
2. **Teacher Teams:** Teacher Teams have been a fixture of PS 231K for the last four years. We continue to expand these teams as we refine protocols and inquiry for the analysis of student performance data as well as student work products. Teacher Teams across the organization use the ATLAS protocol (developed by National School Reform Organization) to develop a uniform process for collaborative analysis of student work. Similarly, Teacher Teams engage in discussions around the school vision and personal belief systems (e.g. how students learn best...) with the goal of sustaining highly effective Teacher Teams and practices.
3. **Commitment to Instructional Coherence:** PS 231K is committed to the development of instructional coherence across sites, Teacher Teams, grade levels and classrooms. Evidence of coherence is demonstrated through the use of curriculum maps, teacher-team meetings structures and protocols, inquiry bulletin boards across sites, collaborative instructional cabinet meetings, common planning of performance tasks during SBO time, uniform assessments, and universal curriculum options. In keeping with the Chancellor's 13-14 citywide expectations, PS 231K is implementing "learning through experience" as its school-wide instructional focus after successfully piloting this focus during PS 231K's summer 2013 program. This focus was chosen by the school community, with the understanding that our students learn best through hands-on projects and real-world experiences.
4. **Balanced Literacy:** Over the past 3 years, PS 231 has implemented a direct instruction literacy program (SRA) in conjunction with a Balanced Literacy practice in order to provide targeted academic intervention and build foundational skills. As we've developed coherence within SRA instruction, student performance data reflects mastery of foundational reading skills. This, in turn, has allowed us in 2013-2014 to dig deeper into higher-order thinking

skills through Balanced Literacy instruction. The work for this year, and going forward, is around supporting our teachers and our Teacher Teams in developing coherence.

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

1. **Curriculum Mapping**: Key personnel to implement this strategy include the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal and our leadership intern were identified to participate in the process of selecting priority standards and writing the PS 231K curriculum maps. Per session funding was allocated to support this work, and class schedules were adjusted to accommodate teacher availability. SBO time is used strategically to foster collaborative planning and to deepen teachers' proficiency with regard to the Danielson Framework. Teachers, related service providers, paraprofessionals and the instructional cabinet all attend and participate in the designated SBO time.
2. **Teacher Teams**: Key personnel to implement this strategy included the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal and our leadership intern). UFT and principal worked collaborative to designate weekly time in the schedule to accommodate regular and uninterrupted teacher team meeting time.
3. **Commitment to Instructional Coherence**:
 - a. Across Sites: Key personnel to implement this strategy included the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal and our leadership intern. Resources include the use of school-wide curricula options and curricula maps, weekly instructional cabinet meetings with representation from each site (supported by per session funding)
 - b. Across Teacher Teams: Key personnel to implement this strategy included the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal, our leadership intern, and classroom and cluster teachers. A school-wide teacher team pacing calendar is used to promote coherence and maintain timelines. Teacher teams share their work across sites through site bulletin boards which detail the work of each team. The instructional cabinet reviews the work of Teacher teams across the organization and shares highlights that will impact practice across the organization. In addition, samples of student work together with teacher team feedback, including implications for pedagogical practices are routinely shared and exchanged for professional development within the teams and organization.
 - c. Across grade levels: SBO professional development sessions are utilized as a structured opportunity to engage 100% of staff (teachers, paraprofessionals and related service providers) in training around the alignment of curriculum, Danielson Framework, the Chancellor's Citywide Instructional Expectations and priority standards. The goal of this work is to ensure instruction encompasses appropriate instructional strategies to help foster the success in the area of reading. Teachers, across grade levels, develop units that are consistent with the UDL principles. These units are based on the content of the PS 231K curriculum maps. Formative walkthroughs and feedback sessions are provided to teachers. Administrators analyze walkthrough data monthly to determine organizational strength paying particular attention to trends across the grades with an eye towards vertical alignment and planning. Adjustments to the use of organizational resources and professional development are made to strategically support the on-going professional development for staff.
 - d. Across classrooms: Key personnel include all PS 231K staff members and district coaching support staff working towards the implementation of the school-wide curriculum, instructional focus (learning through experience) and instructional strategies chosen by the school community. Resources include multiple grants obtained by individual teachers as well as the school, the ongoing fiscal support of our PTA, NYSTL funds used to purchase curriculum materials, district professional development opportunities, MOSL funding, citywide instructional expectation funding, Resolution-A funding from our council representatives and the Manhattan New Music Project.
4. **Balanced Literacy**: Key personnel include our leadership resident, who has served as a common core fellow and district literacy coach, as well as our main site coordinator, who was hired in 13-14 to help build literacy instruction practices across the organization. Both key players have designed, implemented and turn keyed professional development opportunities for staff throughout the organization. Key players lead instructional cabinet in determining priority areas of support.

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

1. Curriculum Mapping:

- By March 2014, curriculum mapping work will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, curriculum mapping work will contribute to a 5% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

2. Teacher Teams:

- By March 2014, teacher team work will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, teacher team work will contribute to a 5% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

3. Commitment to Instructional Coherence:

- By March 2014, PS 231K's commitment to instructional coherence will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, PS 231K's commitment to instructional coherence will contribute to a 5% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

4. Balanced Literacy:

- By March 2014, PS 231K's balanced literacy work will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, PS 231K's balanced literacy work will contribute to a 5% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

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

1. Curriculum Mapping:

August 2013- September 2013: A review of data surfaced PS 231K's priority Common Core Standards. Instructional cabinet used this analysis to write the 2013-2014 curriculum maps.

October 2013-June 2014 - Data team continuously tracks student progress based on information from all the sites within the organization; the data team identifies overall trends in reading skills and proposes corrective strategies to maximize student achievement.

October 2013-June 2014- Teachers track teacher progress and make instructional decisions based on this data.

2. **Teacher Teams:**

September-January 2014: Teacher teams engage in development of teacher team binders and begin identifying instructional needs and strategies to support student achievement.

January-March 2014: Teacher teams across the sites will engage in collegial review of the student work contained in these binders, begin identifying instructional needs and strategies to support student achievement.

March-June 2014: Teacher teams across the sites will engage in collegial review of inquiry binders, continue reviewing the student work contained in these binders and continue identifying instructional needs and strategies to support student achievement. Teacher teams will highlight suggestions for organizational shifts to improve the overall process.

June 2014: the instructional cabinet in collaboration with representatives from the PS 231K community will propose adjustment to curriculum maps and instructional strategies based upon collegial review from the teacher team meetings.

3. **Instructional Coherence:**

September 2013-June 2014: Across sites, Administrators perform bulletin board walks and give teachers targeted feedback regarding instructional processes and student work.

September 2013-June 2014: Across classrooms, administrators engage in a process of norming and calibrating teacher rating and feedback processes.

December 2013-June 2014: Across sites, celebrations of final performance tasks take place.

November 2013-February 2014: Across sites, Teachers engage in the NYSAA collegial review process to assess rigor and accuracy of work products.

September 2013-June 2014: Across grades, data analysis (including the analysis of performance tasks) looks at instructional coherence

4. **Balanced Literacy:**

October 2013: Teacher team instructional meetings focus on developing balanced literacy practices with emphasis on independent reading.

November 2013: Election Day PD focuses on developing balanced literacy practices with emphasis on independent reading.

September 2013-June 2014: Teacher observation feedback focuses on balanced literacy priorities as outlined by the instructional cabinet.

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

1. **Curriculum Mapping**: Scheduling to accommodate weekly teacher team meetings; SBO time devised in collaboration with UFT; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings
2. **Teacher Team Meetings**: Scheduling to accommodate weekly teacher team meetings; SBO time devised in collaboration with UFT; scheduling

- that allows for common preps; per session funding to prioritize instructional cabinet meetings
- 3. Commitment to Instructional Coherence:** School-wide curriculum choices, scheduling to accommodate weekly teacher team meetings; SBO time devised in collaboration with UFT; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings
 - 4. Balanced Literacy:** NYSTL allocation used to purchase Corrective Reading SRA and Reading Mastery; 2 periods of reading daily; scheduling to accommodate weekly teacher team meetings; monthly teacher team instructional meetings; grants for independent reading books

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).

P.S. 231K engages parents in support of their children's education by:

- Providing parents with opportunities to attend various workshops to gain insight and information regarding strategies that can be used at home for reinforcement.
- Offering opportunities to attend Curriculum Day. This day is designated to inform parents about the curriculum for the school year. Parents will have opportunities to speak to all educators regarding expectations, goals and the current curriculum.

P.S. 231K shares information with parents about the educational program through:

- Providing parents opportunities to review student portfolios which include student progress and next steps based on suggestions from teachers.
- Regular phone calls and dissemination of useful notices, memos, newsletters, and other communications.
- Presenting student work at School Leadership Team meetings to communicate student progress, curriculum requirements to the parent body.

Resources offered by P.S. 231K to support students achievement and meaningful parent involvement:

- Training/workshops that connect the stated needs/wants and aforementioned resources.

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	X	Grants
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 the end of the 2013-2014 school year, students in alternate assessment will increase their proficiency in labelling skills as evidenced by a 10% increase over a baseline as measured by a student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/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 labelling domain of the ABLLS-R outlines pre-readiness skills that students need to acquire in order to access CCLS mathematical content. In the 2012-2013 school year, students increased proficiency in the labelling domain by 46%. Within the last two school years however, P.S. 231K has increased our enrollment of students in Kindergarten and first grade by approximately 72 students representing a 25% increase in our K-2 student population. As a result, this data coupled with data from the following tools has confirmed our need to focus on the labelling domain in 13-14:

- ABLLS-R Assessment (Math Domains)
- SANDI Assessment (Domains)

- FAST Assessment (Math Domains)
- Performance on the 2013-2014 NYSAA Math
- Data from Math CCLS aligned performance tasks

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. **Curriculum Mapping:** A review of data helped the instructional cabinet choose the Common Core Standards that were selected as areas of focus for instruction during the 13-14 school year. These selected priority standards are reflective of the major content of the grade and the needs of our students. PS 231K's priority standards appear most often in our curriculum maps to provide students with maximum exposure to the identified standards and opportunities to master reading skills associated with the standards. Our data team continuously tracks student progress based on information from all the sites within the organization; the data team identifies overall trends in reading skills and proposes corrective strategies to maximize student achievement.
2. **Teacher Teams:** Teacher teams have been a fixture of PS 231K for the last four years. We continue to expand these teams as we refine protocols and inquiry for the analysis of student performance data as well as student work products. Teacher teams across the organization use the ATLAS protocol (developed by National School Reform Organization) to develop a uniform process for collaborative analysis of student work. Similarly, teacher teams engage in discussions around the school vision and personal belief systems (e.g. how students learn best...) with the goal of sustaining highly effective teacher teams and practices.
3. **Commitment to Instructional Coherence:** PS 231K is committed to the development of instructional coherence across sites, teacher teams, grade levels and classrooms. Evidence of coherence is demonstrated through the use of curriculum maps, teacher-team meetings structures and protocols, inquiry bulletin boards across sites, collaborative instructional cabinet meetings, common planning of performance tasks during SBO time, uniform assessments, and universal curriculum options. In keeping with the Chancellor's 13-14 citywide expectations, PS 231K is implementing "learning through experience" as its school-wide instructional focus after successfully piloting this focus during PS 231K's summer 2013 program. This focus was chosen by the school community, with the understanding that our students learn best through hands-on projects and real-world experiences.

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

1. **Curriculum Mapping:** Key personnel to implement this strategy include the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal and our leadership intern were identified to participate in the process of selecting priority standards and writing the PS 231K curriculum maps. Per session funding was allocated to support this work, and class schedules were adjusted to accommodate teacher availability. SBO time is used strategically to foster collaborative planning and to deepen teachers' proficiency with regard to the Danielson Framework. Teachers, related service providers, paraprofessionals and the instructional cabinet all attend and participate in the designated SBO time.
2. **Teacher Teams:** Key personnel to implement this strategy included the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal and our leadership intern). UFT and principal worked collaborative to designate weekly time in the schedule to accommodate regular and uninterrupted teacher team meeting time.
3. **Commitment to Instructional Coherence:**
 - a. Across Sites: Key personnel to implement this strategy included the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal and our leadership intern. Resources include the use of school-wide curricula options and curricula maps, weekly instructional cabinet meetings with representation from each site (supported by per session funding)
 - b. Across Teacher Teams: Key personnel to implement this strategy included the instructional cabinet comprised of lead teachers/site coordinators, Assistant Principals, UFT, the principal, our leadership intern, and classroom and cluster teachers. A school-wide teacher team pacing calendar is

used to promote coherence and maintain timelines. Teacher teams share their work across sites through site bulletin boards which detail the work of each team. The instructional cabinet reviews the work of teacher teams across the organization and shares highlights that will impact practice across the organization. In addition, samples of student work together with teacher team feedback, including implications for pedagogical practices are routinely shared and exchanged for professional development within the teams and organization.

- c. Across grade levels: SBO professional development sessions are utilized as a structured opportunity to engage 100% of staff (teachers, paraprofessionals and related service providers) in training around the alignment of curriculum, Danielson Framework, the Chancellor's Citywide Instructional Expectations and priority standards. The goal of this work is to ensure instruction encompasses appropriate instructional strategies to help foster the success in the area of reading. Teachers, across grade levels, develop units that are consistent with the UDL principles. These units are based on the content of the PS 231K curriculum maps. Formative walkthroughs and feedback sessions are provided to teachers. Administrators analyze walkthrough data monthly to determine organizational strength paying particular attention to trends across the grades with an eye towards vertical alignment and planning. Adjustments to the use of organizational resources and professional development are made to strategically support the on-going professional development for staff.
- d. Across classrooms: Key personnel include all PS 231K staff members and district coaching support staff working towards the implementation of the school-wide curriculum, instructional focus (learning through experience) and instructional strategies chosen by the school community. Resources include multiple grants obtained by individual teachers as well as the school, the ongoing fiscal support of our PTA, NYSTL funds used to purchase curriculum materials, district professional development opportunities, MOSL funding, citywide instructional expectation funding, Resolution-A funding from our council representatives and the Manhattan New Music Project.

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

1. Curriculum Mapping:

- By March 2014, curriculum mapping work will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, curriculum mapping work will contribute to a 5% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

2. Teacher Teams:

- By March 2014, teacher team work will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, teacher team work will contribute to a 5% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

3. Commitment to Instructional Coherence:

- By March 2014, PS 231K's commitment to instructional coherence will contribute to a 3% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).
- By June 2014, PS 231K's commitment to instructional coherence will contribute to a 5% increase in reading skills proficiency as measured by student-appropriate functional assessment (including but not limited to ABLLS-R and SANDI/FAST).

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

1. Curriculum Mapping:

August 2013- September 2013: A review of data surfaced PS 231K's priority Common Core Standards. Instructional cabinet used this analysis to write the 2013-2014 curriculum maps.

October 2013-June 2014 - Data team continuously tracks student progress based on information from all the sites within the organization; the data team identifies overall trends in reading skills and proposes corrective strategies to maximize student achievement.

October 2013-June 2014- Teachers track teacher progress and make instructional decisions based on this data.

2. Teacher Teams:

September-January 2014: Teacher teams engage in development of teacher team binders and begin identifying instructional needs and strategies to support student achievement.

January-March 2014: Teacher teams across the sites will engage in collegial review of the student work contained in these binders, begin identifying instructional needs and strategies to support student achievement.

March-June 2014: Teacher teams across the sites will engage in collegial review of inquiry binders, continue reviewing the student work contained in these binders and continue identifying instructional needs and strategies to support student achievement. Teacher teams will highlight suggestions for organizational shifts to improve the overall process.

June 2014: the instructional cabinet in collaboration with representatives from the PS 231K community will propose adjustment to curriculum maps and instructional strategies based upon collegial review from the teacher team meetings.

3. Commitment Instructional Coherence:

September 2013-June 2014: Across sites, administrators perform bulletin board walks and give teachers targeted feedback regarding instructional processes and student work.

September 2013-June 2014: Across classrooms, administrators engage in a process of norming and calibrating teacher rating and feedback processes.

December 2013-June 2014: Across sites, celebrations of final performance tasks take place.

November 2013-February 2014: Across sites, teachers engage in the NYSAA collegial review process to assess rigor and accuracy of work products.

September 2013-June 2014: Across grades, data analysis (including the analysis of performance tasks) looks at instructional coherence

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

- 1. Curriculum Mapping:** Scheduling to accommodate weekly teacher team meetings; SBO time devised in collaboration with UFT; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings
- 2. Teacher Team Meetings:** Scheduling to accommodate weekly teacher team meetings; SBO time devised in collaboration with UFT; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings
- 3. Commitment to Instructional Coherence:** School-wide curriculum choices, scheduling to accommodate weekly teacher team meetings; SBO time devised in collaboration with UFT; scheduling that allows for common preps; per session funding to prioritize instructional cabinet meetings

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).

PS. 231K engages parents in support of their children's education by:

- Providing parents with opportunities to attend various workshops to gain insight and information regarding strategies that can be used at home for reinforcement.
- Offering opportunities to attend Curriculum Day. This day is designated to inform parents about the curriculum for the school year. Parents will have opportunities to speak to all educators regarding expectations, goals and the current curriculum.

P.S. 231K shares information with parents about the educational program through:

- Providing parents opportunities to review student portfolios which include student progress and next steps based on suggestions from teachers.
- Regular phone calls and dissemination of useful notices, memos, newsletters, and other communications.
- Presenting student work at School Leadership Team meetings to communicate student progress, curriculum requirements to the parent body.

Resources offered by P.S. 231K to support students achievement and meaningful parent involvement:

Training/workshops that connect the stated needs/wants and aforementioned resources.

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	X	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.

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Comprehensive Needs Assessment

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

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Instructional Strategies/Activities

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

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

1.

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

1.

- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
- 1.
- Timeline for implementation and completion including start and end dates
- 1.
- Describe programmatic details and resources that will be used to support each instructional strategy/activity
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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.

- 5. Strategies/activities that encompass the needs of identified subgroups**
- 4.
- 6. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- a.
- 8. Timeline for implementation and completion including start and end dates**
- 4.
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 4.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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



Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>Engage NY:</p> <p>New York State ELA Curriculum Modules for Grades 3-12</p> <p>The New York State Grades 3-12 ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCLS for ELA & Literacy and the PARCC Frameworks. Each module will culminate in an end-of-module performance task, aligned to the PARCC Frameworks, which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.</p>	<p>Small group; Differentiated Instruction</p>	<p>During the school day</p>

	<p>Treasures: is a research based, comprehensive Reading Language Arts program for grades K-6 that includes differentiated reading/writing activities, explicit instruction and ample practice with the ConnectEd online component used during literacy block.</p> <p>SRA: Reading Mastery/Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades K–8 who are reading below grade level. This Direct Instruction reading intervention program delivers sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Delivered during the school day to grades K-8.</p> <p>SMILE: Structured Methods in Language Education (SMILE), a multi-sensory approach to teaching speech, reading, and writing skills to varying populations, such as students with hearing impairments, students with autism, students who are intellectually disabled, have suffered traumatic brain injury, students with central auditory processing disorders, and others. As part of a total educational management system, SMILE teaches spoken language, reading and writing. It addresses the needs of students who have failed to learn to speak or read through "natural approaches" and/or</p>	<p>One-to-One instruction; Small Group Instruction; Differentiated Instruction</p> <p>One-to-One instruction; Small Group Instruction</p> <p>One-to-One instruction</p>	
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	<p>who have problems with phonemic awareness. The method fits into the regular curriculum and is appropriate in programs emphasizing both oral and manual communication.</p> <p>Test Preparation: Teacher prepared materials to enhance test vocabulary skills and comprehension techniques specific to the ELA standardized assessment. Delivered during the school day to grades 3 - 5.</p> <p>Graphic Organizers: Visual tools to facilitate organization of the cognitive process.</p> <p>Social Stories: Small narratives created to help students to understand social emotional issues.</p> <p>Technical Devices: SmartBoard; iPads; Laptops</p>	<p>One-to-One; Small Group Instruction</p> <p>One-to-One; Small Group Instruction</p> <p>One-to-One</p> <p>One-to-One; Small Group Instruction</p>	
<p>Mathematics</p>	<p>Math In Focus: A mathematics program that emphasizes concept mastery, a concrete-to-pictorial-to-abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. The program encompasses hands-on manipulatives and an online component</p>	<p>One-to-One; Small group Instruction; Differentiated Instruction</p>	<p>During the school day</p>

	<p>(Think Central) to reinforce skills covered in daily instruction. Delivered daily during math block.</p> <p>Differentiation of Instruction: Using Math In Focus guidelines, instruction is differentiated at a higher or lower functioning level depending on the needs of the student (K-5) during math instruction.</p> <p>Connecting Math Concepts-Direct Instruction- teaches explicit strategies that enable students to master new and progressively more complex topics. A balanced emphasis on computation and problem solving ensures conceptual understanding and procedural mastery, giving students a well-rounded view of Math.</p>	<p>One-to-One; Small Group Instruction</p> <p>One-to-One; Small Group Instruction</p>	
Science	Science: Test Preparation Strategies taught by the science teachers throughout the year to all grade 4 students and grade 8 students.	One-to-One; Small Group Instruction	During the school day
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Life Space Crisis Intervention: A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage	One-to-One; Small Group Instruction	During the school day

behavior in a more constructive manner.

Therapeutic Crisis Intervention: An abbreviated version of LSCI used in the classroom by classroom staff.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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 1st 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

- I. In recognition of the importance of a strong home-school relationship to student academic achievement and pursuant to Title I, Part A, §1118 of the No Child Left Behind Act of 2001, P.S. 231K is executing the following School-Parent Compact for the 2013-2014 school year. This compact has two objectives. The first is to strengthen the bonds between P.S. 231K (“the school”) and its parents and guardians (“parents”); the second is to foster an ever greater unity of purpose among all members of the school community. To meet these goals, we of the school, parent, and student bodies participating in programs funded by monies from Title I of the Elementary and Secondary Education Act (“Title I”) agree to the following provisions, set forth to discharge our joint responsibility of ensuring that all students reach their full potential.

II. School Responsibilities

This section outlines the duties and obligations of P.S. 231K staff in building an environment that facilitates student achievement and mastery of the Common Core State Standards.

PROVIDING STUDENTS WITH HIGH-QUALITY INSTRUCTION:

- (a) To secure the best possible education outcomes for each student, P.S. 231K staff will use every moment of the school day purposefully and efficiently.
- (b) To secure the best possible education outcomes for each student, P.S. 231K staff will utilize curricula and instructional methodologies that have been approved by the controlling education authorities and/or have consistently led to academic growth in students.
- (c) To secure the best possible education outcomes for each student, P.S. 231K staff will build an inclusive school that embraces each member’s individuality, respecting and celebrating differences in areas such as – but not limited to – sex, gender, culture, and disability status.
- (d) To secure the best possible education outcomes for each student, P.S. 231K staff will hire and retain highly qualified teachers and paraprofessionals in all applicable content areas.
- (e) To secure the best possible education outcomes for each student, P.S. 231K staff will continuously improve themselves as educators by learning about their fields’ best practices and integrating them into their daily work.
- (f) To secure the best possible education outcomes for each student, P.S. 231K staff will use every moment of the school day purposefully and efficiently.
- (g) To secure the best possible education outcomes for each student, P.S. 231K staff will utilize curricula and instructional methodologies that have been approved by the controlling education authorities and/or have consistently led to academic growth in students.
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- (n) To secure the best possible education outcomes for each student, P.S. 231K staff will hire and retain highly qualified teachers and paraprofessionals in all applicable content areas.
- (o) To secure the best possible education outcomes for each student, P.S. 231K staff will continuously improve themselves as educators by learning about their fields' best practices and integrating them into their daily work.

EMPOWERING PARENTS AS EDUCATION ADVOCATES.

- (p) To increase parent capacity in education-related matters, P.S. 231K staff will conduct at least one parent needs assessment each school year to identify areas where parents are most desirous of additional support.
- (q) To increase parent capacity in education-related matters, P.S. 231K staff will hold parent-teacher conferences each semester where student progress will be discussed and reviewed in a fashion optimally conducive to mutual understanding.
- (r) To increase parent capacity in education-related matters, P.S. 231K staff will provide parents with their children's academic information such as – but not limited to – ability levels, assessment data, and curricular descriptions upon request.
- (s) To increase parent capacity in education-related matters, P.S. 231K staff will provide translation and interpretation services for parents with limited English proficiency so that they can participate in their children's education to the fullest possible extent.
- (t) To increase parent capacity in education-related matters, P.S. 231K staff will make available additional or alternate meeting times upon parent request.
- (u) To increase parent capacity in education-related matters, P.S. 231K staff will organize events such as workshops that will provide parents with strategies for supporting their children, including – but not limited to – communication techniques and behavior interventions.
- (v) To increase parent capacity in education-related matters, P.S. 231K staff will provide travel or childcare assistance on meeting days and for the duration of the meeting upon request.
- (w) To increase parent capacity in education-related matters, P.S. 231K staff will utilize fully and responsibly any and all Title I monies earmarked for funding activities described in this School-Parent Compact and Parent Involvement Policy.
- (x) To increase parent capacity in education-related matters, P.S. 231K staff will convene an annual Title I Parent Meeting prior to 1 December of each school year to inform parents of P.S. 231K's Title I status, any funded programs, and their right to participate in such programs.
- (y) To increase parent capacity in education-related matters, P.S. 231K staff will consult parents in all relevant aspects of planning, implementing, and modifying Title I programs, the School-Parent Compact, and the Parent Involvement Policy.

- (z) To increase parent capacity in education-related matters, P.S. 231K staff will inform parents of their right to file complaints regarding suspected violations of Title I provisions in the manner set forth by the New York State Education Department.

FACILITATING PARENT ACCESS TO STAFF.

- (aa) To encourage meaningful parent-staff dialogue, P.S. 231K staff will implement procedures that will allow each child's parent to request meetings with his or her therapists, teachers, paraprofessionals, or any other school staff.
- (bb) To encourage meaningful parent-staff dialogue, P.S. 231K staff will provide parents with interpretation services so that parents may be able to communicate their thoughts effectively, regardless of English language proficiency.
- (cc) To encourage meaningful parent-staff dialogue, P.S. 231K staff will host parent activities throughout the school year, including – but not limited to – parent-teacher conferences, parent workshops, and Parent-Teacher Association meetings.

PARENT RESPONSIBILITIES.

This section outlines the duties and obligations of P.S. 231K parents in building an environment that facilitates student achievement and mastery of the Common Core State Standards.

PREPARING STUDENTS FOR SUCCESS IN SCHOOL

- (dd) To help students benefit more fully from school instruction, P.S. 231K parents will take all practical steps to ensure that students are at school in a timely fashion every school day and notify the school office as soon as possible when a child will be late or absent.
- (ee) To help students benefit more fully from school instruction, P.S. 231K parents will ensure that their children are rested and ready to learn when they arrive at school.
- (ff) To help students benefit more fully from school instruction, P.S. 231K parents will assist their children in completing their homework and/or review it afterward.
- (gg) To help students benefit more fully from school instruction, P.S. 231K parents will read with their children each day for at least 15 minutes to improve literacy.
- (hh) To help students benefit more fully from school instruction, P.S. 231K parents will set appropriate limits on children watching television and/or playing video games as well as promote use of out-of-school time for activities such as sports and academic enrichment.
- (ii) To help students benefit more fully from school instruction, P.S. 231K parents will be active partners for school staff in inculcating positive habits of mind, including – but not limited to – respect for themselves and each other.
- (jj) To help students benefit more fully from school instruction, P.S. 231K parents will participate in relevant parent trainings whenever they are able.
- (kk) To help students benefit more fully from school instruction, P.S. 231K parents will take all practical steps to ensure that students are at school in a timely fashion every school day and notify the school office as soon as possible when a child will be late or absent.

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- (mm) To help students benefit more fully from school instruction, P.S. 231K parents will ensure that their children are rested and ready to learn when they arrive at school.
- (nn) To help students benefit more fully from school instruction, P.S. 231K parents will assist their children in completing their homework and/or review it afterward.
- (oo) To help students benefit more fully from school instruction, P.S. 231K parents will read with their children each day for at least 15 minutes to improve literacy.
- (pp) To help students benefit more fully from school instruction, P.S. 231K parents will set appropriate limits on children watching television and/or playing video games as well as promote use of out-of-school time for activities such as sports and academic enrichment.
- (qq) To help students benefit more fully from school instruction, P.S. 231K parents will be active partners for school staff in inculcating positive habits of mind, including – but not limited to – respect for themselves and each other.
- (rr) To help students benefit more fully from school instruction, P.S. 231K parents will participate in relevant parent trainings whenever they are able.

PARTICIPATING IN SCHOOL FUCTIONS.

- (ss) To maximize parent input in school affairs, P.S. 231K parents will read and/or respond to all notices and forms that the school sends home.
- (tt) To maximize parent input in school affairs, P.S. 231K parents will complete any surveys and questionnaires regarding the effectiveness of school programs in a timely fashion.
- (uu) To maximize parent input in school affairs, P.S. 231K parents will participate in Parent-Teacher Association meetings and parent advisory groups such as the School Leadership Team to the greatest extent permitted by their schedules and other obligations.
- (vv) To maximize parent input in school affairs, P.S. 231K parents will participate in the development, implementation, and revision of the school’s School-Parent Compact and Parent Involvement Policy.

COMMUNICATING WITH SCHOOL STAFF.

- (ww) To help school staff maintain a holistic view of each student, P.S. 231K parents will participate in all relevant and appropriate education decisions regarding their children.
- (xx) To help school staff maintain a holistic view of each student, P.S. 231K parents will apprise the school of any specific educational needs they believe their children have and would like school staff to address.

STUDENT RESPONSIBILITIES.

This section outlines the duties and obligations of P.S. 231K students in building an environment that facilitates student achievement and mastery of the Common Core State Standards.

BEHAVIOR EXPECTATIONS.

- (yy) To ensure that all students are safe, P.S. 231K students will follow all school rules and be responsible for their own actions.
- (zz) To ensure that all students are safe, P.S. 231K students will respect themselves, other people, and school property.
- (aaa) To ensure that all students are safe, P.S. 231K students will attend school regularly and arrive on time.
- (bbb) To ensure that all students are safe, P.S. 231K students will resolve all conflicts and disagreements peacefully.

MINDSET EXPECTATIONS.

- (ccc) To maximize the impact of instructional time, P.S. 231K students will complete assignments on time and in a manner that reflects their full academic and social potential.
- (ddd) To maximize the impact of instructional time, P.S. 231K students will put forth their best effort at all times.;

1.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 75	Borough Brooklyn	School Number 231
School Name P231K		

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 Christina Foti	Assistant Principal Mindy Grossmann
Coach	Coach
ESL Teacher Emma Fidilio	Guidance Counselor Nia Mcdoniell
Teacher/Subject Area Boris Goldenberg Emotional Lit	Parent Doris Dunn
Teacher/Subject Area Grace Shock Special Education	Parent Coordinator Andrew Wong
Related Service Provider Steve Santorello, Speech	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	376	Total number of ELLs	82	ELLs as share of total student population (%)	21.81%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	82
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	71	0	71	9	0	9	2	0	2	82
Total	71	0	71	9	0	9	2	0	2	82

Number of ELLs who have an alternate placement paraprofessional: 6

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	7	4	4	1	6	2	2					34
Chinese	6	9	5	3	1		1		1					26
Russian	1				1									2
Bengali		1	3	1	1	1								7
Urdu	2			2										4
Arabic	1		2											3
Haitian					2			1						3
French														0
Korean														0
Punjabi														0
Polish	1				1									2
Albanian														0
Other						1								1
TOTAL	16	13	17	10	10	3	7	3	3	0	0	0	0	82

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)	16	14	15	9	9	0	3	2	3					71

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	1	2	1	0	1	2	0	0					7
Advanced (A)	0	0	1	0	0	1	1	1	0					4
Total	16	15	18	10	9	2	6	3	3	0	0	0	0	82

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	1			1
4	1				1
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)	2			19	21

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4			1						1
5	1								1
6									0
7									0
8									0
NYSAA Bilingual (SWD)					1		20		21

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual (SWD)							5		5

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At 231K we use a number of assessment tools to assess our students' literacy skills. Our standardized students are assessed with Fountas and Pinnel Benchmark Assessment, the Scantron Performance Assessment, SRA Corrective Reading Placement Assessment, and Acuity. Students who participate in alternate assessment are assessed with Student Annual Needs Determination Inventory (SANDI) and Assessment of Basic Language and Learning Skills – Revised (ABLRS-R). Generally, our ELLs need more support in the writing domain of literacy and this is taken into consideration when teachers plan instructional units so as to best provide this support.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our ELLs score beginner on LAB-R and NYSESLAT. This is largely due to the nature of their disabilities and not directly due to their second language acquisition. Most of our students participate in alternate assessment and therefore the NYSESLAT is not an appropriate assessment tool for them.
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](#))

At this time, NYSESLAT modality scores are not available. It is the goal of our program to advance all our ELLs in their level of English proficiency. Data collected from assessments throughout the year is used to drive instruction in order to further support this goal.

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?

According to NYSESLAT data, the majority of our students are beginners. However, when analyzing New York State Alternate Assessment (NYSAA) data, ELLs are performing at mastery levels in nearly every domain. Students are not formally assessed in native languages as we do not have a Transitional Bilingual Program. Currently, our school does not participate in Periodic Assessments.

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](#).)

All of our students require intervention services as they are all in Special Education. We use data collected on a daily basis to guide instruction for our students and to support them in the most appropriate manner.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher meets on a weekly basis with classroom and cluster teachers to analyze student work and collaboratively develop lessons that best target students' language development needs. The ESL teacher shares and demonstrates strategies and methodologies with the other teachers so that they can continue to support their ELLs and their language development throughout the school day.

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

At this time, we do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ESL program can be seen through the continued improvement in our students' skills. Although the majority of our students are beginners according to NYSESLAT, a few of our ELLs have moved into the intermediate or advanced subgroup. More importantly, the vast majority of our ELLs score at the mastery level in NYSAA as this is a more appropriate assessment for them. Additionally, our ELLs perform comparably to their monolingual peers.

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](#).)
At 231K, ELLs who are new entrants to New York City Public Schools are identified through the administration of the Home Language Identification Survey (HLIS) upon intake at the Committee on Special Education (CSE) level. When necessary, translators are provided to conduct the initial interview and the HLIS is provided in the student's native language. Once the HLIS is administered, it is assessed by the CSE representative and the Language Assessment Battery-Revised (LAB-R) is administered to determine the student's English proficiency. Students whose home language is Spanish and do not score proficient on the LAB-R take the Spanish LAB to determine Spanish proficiency. Once the LAB-R is administered and its results are analyzed, the CSE representative meets with the student's parents to explain the three program options (Transitional Bilingual, Dual Language and ESL) and determine an appropriate placement for the student. If the CSE fails to complete this process, these responsibilities are left to the school. Parents come to the school to complete the HLIS, which is administered in the student's native language, and an informal interview to discuss the student's educational history and English proficiency is conducted. These steps are completed with either our licensed ESL teacher, Emma Fidilio, or a licensed classroom teacher and an interpreter when necessary. Once the HLIS is administered, it is assessed by our licensed ESL teacher and the ATS report RLER-LAB-R is generated to determine LAB-R eligibility. If the student is eligible, our ESL teacher administers the LAB-R within ten (10) business days and analyzes the results. A meeting is then conducted with the student's parents and an interpreter, if necessary, to discuss program options and determine appropriate placement for the student.
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.
Parents of students who are eligible for bilingual or ESL services are involved in the decision-making process at the CSE level. Trained interpreters and CSE personnel discuss the options available to parents and the placement decision is made in conjunction with them. Currently, our school features a Freestanding ESL program. However, should a parent show interest in a dual language or transitional bilingual program, we would provide them with resources to aid them in finding an available program that meets their needs.
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 [\[see tool kit\]](#).)
Parents are involved in the decision-making process at the CSE level. The CSE distributes to Parents of ELLs a Parent Survey and Program Selection form. Parents complete this form and return it to the CSE. The entitlement letters are distributed and returned at the CSE.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Students who are eligible for ESL or bilingual services as per the results of the Home Language Identification Survey and administration of LAB-R are evaluated at the CSE level by a licensed bilingual psychologist who speaks the students' native language. In conjunction with the parents, a decision is made as to placement in a bilingual program or an ESL program.
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.
Each year, all ELLs are administered NYSESLAT. Students are identified as eligible through ATS report RLAT. Our licensed ESL teacher, Emma Fidilio, creates a comprehensive schedule to ensure that all four sections are administered to every ELL. In conjunction with another licensed pedagogue who has been adequately trained in the test's administration procedures, Ms. Fidilio administers the test within the designated timeframe. Ms. Fidilio securely stores the tests and ensures that they are returned for scoring by the deadline.
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.  The majority of our ELLs are mandated for ESL services as decided upon with the parents at the CSE level. At this time, we do not have enough students who are mandated for bilingual services, speak the same home language and are within three contiguous grades to warrant opening a self-contained bilingual class. Should these numbers change and warrant opening a bilingual class, we would take it into consideration when planning for future programs

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])? All ESL instruction is delivered through a push-in/pull-out model. Self-contained classes are organized based on student age with heterogeneous proficiencies found throughout. Classes range in student-to-staff ratios from 6:1:1 to 8:1:1 to 12:1:1. Additionally, there is an inclusion program in which students attend general education classes with the support of a paraprofessional and Special Education Teacher Support Services (SETSS).
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)?

New York State regulations (C.R. Part 154) require that assessment and instruction of ELLs be aligned to the New York State Learning Standards in ESL. According to C.R. Part 154, students in grades Kindergarten through eight at the beginning and intermediate proficiency levels must receive 360 minutes a week of explicit ESL instruction. Those students at the advanced level

must receive 180 minutes of explicit ESL instruction and 180 minutes of ELA instruction per week. Our ESL teacher creates a comprehensive schedule that maximizes the number of minutes of ESL instruction delivered to all ELLs. Presently, we do not have a dual language or transitional bilingual program. The classroom teachers deliver ELA instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL teacher provides students with content area instruction using ESL methodologies and strategies. To ensure that students meet the standards and pass the required state and city assessments, ESL instruction will follow the Common Core Learning Standards, the NYS ESL Learning Standards and incorporate ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques, and the use of graphic organizers. The ESL teacher meets with classroom teachers on a regular basis to stay up-to-date on ELA, math, social studies and science curricula and topics being discussed. By doing so, she is able to plan lessons that further support the content being taught in their classes.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Currently, we do not have a transitional bilingual program. However, students who are served by an alternate placement paraprofessional are continuously assessed in the native language during the instructional day through reading, writing, listening and speaking activities.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year, students are engaged in lessons and activities that incorporate all four modalities of language acquisition. Ongoing assessments, such as checking for understanding and teacher-made rubrics, take place during lessons and data are analyzed to guide future instruction.
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).

Presently, P231K has no Students with Interrupted Formal Education (SIFE). In the event that a SIFE were to enroll in P231K, the staff would differentiate instruction to assist in developing his/her language. The staff would work to develop initial literacy and communication skills in the student's native language. The student would receive support from an ESL teacher and an alternate placement paraprofessional who speaks his/her native language and English. Among strategies used to support this student would be Total Physical Response, the Natural Approach, and small-group instruction.

Newcomers admitted to P231K are worked with to develop literacy and communication skills in both English and the students' native languages. We support them by providing an instructional climate that is nurturing and conducive to learning and facilitates English language production. We put an emphasis on developing reading and writing skills through the use of the Collaborative Learning and the Language Experience approaches. Newcomers are invited to attend our Title III after-school program.

To support ELLs who have received ESL service for four to six years, several strategies are practiced. They include, but are not limited to, Total Physical Response, Natural Approach, continuous small-group instruction, and Collaborative Learning Approach. Additionally, these students are invited to participate in the Title III after-school program.

Long-term ELLs continue to receive ESL services until English proficiency is achieved. They are invited to participate in our Title III after-school program and also receive support through continuous small-group instruction.

Students who score proficient on NYSESLAT will continue to receive support through peer-tutoring and small-group instruction for up to two years.

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?

All ELLs at P231K have special needs and Individualized Education Programs (IEPs). Lessons and materials are differentiated on a regular basis to ensure that all content is accessible and appropriate for all students. Intervention strategies, such as small-group instruction and AIS, are used to support these students' academic growth and language development.

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?

It is an ultimate goal of our program that each student reaches the highest level of independence possible and appropriate. While many of our students are in the most restrictive environment (6:1:1), some of them advance to less restrictive environments (8:1:1, 12:1:1, inclusion). In the inclusion program, students attend general education classes alongside their non-disabled peers, providing opportunities for them to develop their language proficiency in a lesser restrictive environment. Additionally, students who are more appropriately placed in more restrictive environments are afforded opportunities to participate in community-based instruction, such as field trips, to help them achieve their IEP goals while developing their English proficiency.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

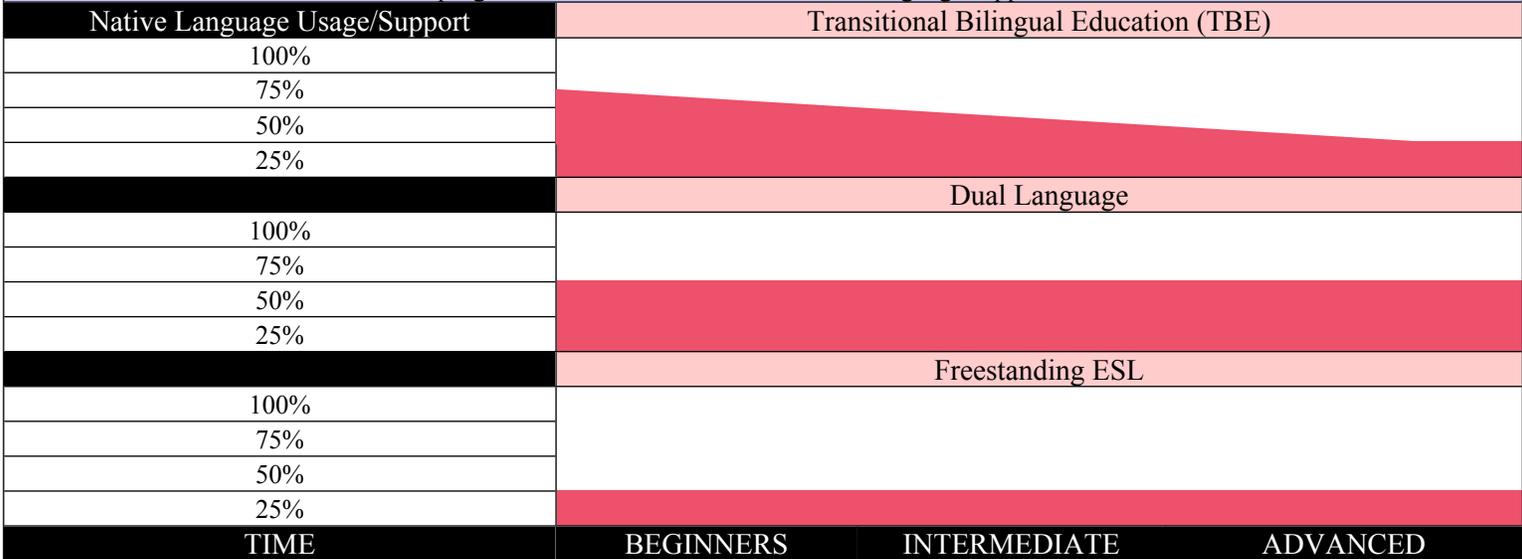
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

All content area interventions are conducted in English. To support ELLs in math, our program utilizes Math in Focus, which teaches concepts using real-world, hands-on experiences, and focuses on problem-solving skills. To support ELLs in ELA, we use the Treasures Reading Program, a research-based comprehensive language arts program designed to support students in their literacy development and help them grow to be life-long readers and writers. Support in other content areas, such as science and social studies, takes place through small-group instruction and one-on-one tutoring.

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 ESL program at P231K has shown to be effective in meeting the needs of ELLs in content and language development. The vast majority of our students achieved a mastery score on last year's NYSAA. Additionally, students continue to show improvements in their communication skills as evidenced by data collected by teachers and related service providers. Students have also shown improvements in their content knowledge which is reflected in their work portfolios.

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

This year we have adopted NY Engage, a Common Core-aligned curriculum designed to support schools and teachers in the implementation of the Common Core Learning Standards.

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

No programs have been discontinued this year.

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

All ELLs are afforded equal access to all school programs including assembly programs, Field Day, School Carnival and District 75 Language Arts Fair. There are also on-going community trips to libraries, the senior citizens center and Mayor Special Community events. All ELLs are invited to participate in our Title III after-school program.

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

Throughout the school, students are exposed to materials to further support their language and content knowledge development. These materials include, but are not limited to, teacher-made materials, adapted books, iPads, SmartBoards, computers and augmentative and alternative communication (AAC) devices.

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

At this time, we do not have a dual language program or a transitional bilingual program. However, students who are served by an alternate placement paraprofessional receive native language support from said staff member throughout the instructional day. This takes place through reading, writing, listening and speaking activities across all content areas.

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

P231K serves students from kindergarten to eighth grade. All services and resources correspond to students' age and grade levels. Age-appropriate materials are found throughout the school in classrooms, recreational areas and related service offices. As needed, resources are adapted so that they are accessible for students while still remaining to be age- and grade-appropriate.

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 students are invited to attend Chapter 683 prior to the commencement of the regular school year.

18. What language electives are offered to ELLs?

Currently no language electives are offered at our school.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently we do not have a dual language program.

C. Professional Development and Support for School Staff

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

The ESL teacher participates in district-sponsored ELL professional development workshops throughout the school year. Other teachers, including classroom teachers and cluster teachers, are invited to teacher team meetings in which the ESL teacher will turnkey information and resources gathered at said workshops. Additionally, a district-based ELL coach provides ongoing support to the ESL teacher throughout the school year.

All teachers at P231K attend professional development workshops on designated days in November and June. These workshops are designed to support teachers in using the Common Core Learning Standards in their lessons. Tentative PD dates are October- Review ESL/ELA Standards, Common Core Learning Standards, November-Strategies in Content Areas: Social Studies, December ESL/ELA Test Taking Strategies, and January- Strategies in Content Areas: Mathematics.

Staff members receive support from the Guidance Counselor in the practice of creating social stories to assist students with their transition from elementary to middle and middle to high school.

All teachers are required to receive 10 hours of Jose P. training to aid them in using strategies and methodologies specifically designed for teaching ELLs. This training is offered twice a year by the District 75 Office of ELLs. Records and certificates of completion are kept on file by the school secretary.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents are invited to the school throughout the school year for various activities. These include, but are not limited to, end-of-unit celebrations, holiday celebrations, and parent workshops.

The school has partnered with the Brooklyn Center for Independence of the Disabled (BCID) and Ramapo for Children to provide workshops for parents. Additionally, the Parent Coordinator often refers families to HeartShare and Resources for Children with Special Needs (RCSN) for additional resources.

Ongoing communication between the school and the home is a priority. Parents' needs are continuously being assessed by classroom teachers, related service providers, and the Parent Coordinator through phone calls and written surveys.

Parents' needs are taken into consideration when planning parent workshops. For example, the speech department plans topics for parent workshops (using PECS or visual schedules in the home, etc.) based on the results of surveys the Parent Coordinator conducts.

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.

Part VI: LAP Assurances

School Name: P231

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: **75K231** School Name: **P231**

Cluster: Network: **1**

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

Part A: Needs Assessment Findings

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

The school collects data using the Home Language Survey, interviews with parents of new students, and outreach to parents by Parent Coordinator and counselors. The findings of data collection informs the school of the translation needs of the parents when sending home letters/ flyers and providing interpreters at meetings.

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.

Findings indicate that the school's translation needs are for 34 Spanish, 26 Chinese, 2 Russian, 7 Bengali, 4 Urdu, 3 Arabic, 3 Haitian, 2 Polish, and 1 Fulani speaking parents. We have signs posted in our school so that parents are aware that translation services are available to them. The findings were reported to staff during staff meetings and to parents during PTA and SLT meetings.

Part B: Strategies and Activities

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

PS231K utilizes the service of the DOE's Translation and Interpretation Department. Request must be submitted at least 24 hours prior to the date of dissemination.

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

Oral interpretation will be provided by paraprofessionals and/or teachers during parent-teacher conferences, Parent Coordinator meetings, students disciplinary meetings, and PTA meetings.

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>.

PS 231 K will follow the Chancellor's Regulations in sending letters, notices, information home in a timely fashion and providing translation interpretation services through the use of on- staff translators and the Translation and Interpretation Unit.