



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** P771K  
**DBN (i.e. 01M001):** 75K771  
**Principal:** DENISE D'ANNA  
**Principal Email:** DDANNA@SCHOOLS.NYC.GOV  
**Superintendent:** GARY HECHT  
**Network Leader:** ARTHUR FUSCO

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

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

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, to increase student achievement in reading comprehension, all students in grades 3-8 will increase one letter reading level as evidenced by the TCRWP Running Record 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.

Based on a comprehensive review of all summative and formative data available to the SCEP committee we have found that over the past few years, P771K has made gains in ELA for students in Standardized Instruction Classes. A review of 2013 standardized test data (both Spring and Summer) indicates that approximately 45% of all students scored Level 2 or better in English Language Arts.

#### PERFORMANCE TRENDS FOR NYS ELA Exam

- 57% of students in standardized instruction classes on grade 3 achieved a performance level of 2 or higher on the NYS ELA Exam
- 20% of students in standardized instruction classes on grade 4 achieved a performance level of 2 or higher on the NYS ELA Exam
- 36% of students in standardized instruction classes on grade 5 achieved a performance level of 2 or higher on the NYS ELA Exam
- 60% of students in standardized instruction classes on grade 6 achieved a performance level of 2 or higher on the NYS ELA Exam
- 35% of students in standardized instruction classes on grade 7 achieved a performance level of 2 or higher on the NYS ELA Exam

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

P771K standardized instruction classes are in need of strategies to improve reading comprehension as evidenced by state exam and TCRWP running record results. We are continuing our inquiry team focus and looking at all standardized students and assessing how we can increase their proficiency in English Language Arts.

### Instructional Strategies/Activities

Describe the research-based 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**

- Staff will be given Common Core Learning Standards (CCLS) PD in which standards are dissected to make clear connections to expectations and the needs of students.
- Students will use Expeditionary Learning (3-8) to reach targeted goals and objectives in ELA
- Students will use common core aligned curriculum for each content area to reach targeted goals and objectives
- Teachers will continually plan and evaluate the goal during collaborative Learning Community meetings
- Professional development will be provided to assist teachers in differentiating instruction for small groups based on the students' needs.
- Collaborative Learning Communities work together to develop action plans and discuss strategies for students based on student work analysis.
- Learning Communities will develop and monitor SMART plans to target skill deficits and develop strategies for their students.
- Academic Intervention Services will be provided for standardized students including Achieve 3000 and Kaplan.
- IEP goals will be reviewed and revised as needed based on students' updated needs.
- Portfolio checklists will be used to gather students' exemplary work and track progress.
- Parent workshops will be provided to enable home support with reading comprehension in the home. (home-school connections).
- Teachers will utilize the workshop model to provide instruction that targets skills geared toward reading deficits.
- Assistant Principal will be responsible for monitoring Academic Intervention Services and monitoring ongoing data trends.
- Data Specialist will be responsible for the collection of data and looking for trends across populations.

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

1. All staff working with 12:1:1 standardized students. We will be utilizing Achieve 3000 and Expeditionary Learning as tools to implement this goal.

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

- TCWRP Running Records assessment
- Unit assessments and performance tasks from Expeditionary Learning
- Progress reports from Achieve 3000

1. -SMART Plan

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

- September/October 2013-baseline
- January 2013-2.5% increase
- May 2013-5% increase
- Student work and achievement is celebrated regularly within the class and after each unit of study
- Students will be assessed four times a school year using TCRWP Running Records (September, December, March, May)

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

- Teachers will utilize Common Core-aligned curriculum in all subjects
- Standardized classes will utilize a block schedule to provide two periods of literacy instruction consecutively
- Teachers will receive 3 PDs per month from Assistant Principal related to improving instruction
- Academic Intervention Services will be provided to struggling students using Achieve 3000 and Kaplan
- Teachers will work collaboratively during Learning Community to continually assess and revise the success of interventions and strategies in their classrooms

**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).

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

**Budget and Resource Alignment**

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

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

- Tax Levy instructional monies to purchase the Achieve 3000 program (\$15,148)
- NYSTL monies will be used to purchase textbooks and library books (\$22,958)
- Tax Levy Children's first inquiry for per session for teachers (\$17,940)
- Tax Levy Children's first inquiry for per session for supervisors (\$1,320)
- Tax Levy Children's first inquiry for per session for principal (\$440)
- Tax Levy Data Specialist (\$1,726)

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, all students in alternate assessment programs will demonstrate a 3% increase in communication skills as measured by the SANDI Communication Development section.

**Comprehensive Needs Assessment**

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

P771K Alternate Assessment classes' focus is to augment our teaching strategies so that the students in our school, who do not have the ability to use speech effectively,

will be able to communicate their needs and wants in society. The SMILE program, Edmark, and Unique will be implemented.

- P771K alternate assessment teachers and speech therapist are focusing on picture exchange communication system (PECS) this school year to augment speech and language communication skills for students.
- P771K alternate assessment students will be assessed using the SANDI assessment.
- Based on the 5 items we have chosen as indicators from SANDI approximately 40% of students are at the beginning level, 16% are at the emerging level, 15% are at the developing level and 29% are at the proficient level as evidenced by the SANDI scoring rubric.

### ***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**

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

1.

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

- All staff working with our alternate assessment (6:1:1, 8:1:1, 12:1:1 and 12:1:4) population

1.

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

1. SANDI will be administered in fall and spring and Communication Development will be evaluated using items CD11, CD18, CD21, CD34 and CD32.
2. Teachers will use data collection binders to track student progress on goals on a daily basis
3. Students will be evaluated using UNIQUE pre and post-tests monthly to inform instructional decisions
4. Progress toward IEP communication goals will be monitored 4 times per year (November, February, May, August)

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

- September/October 2013 baseline data
- February 2014- 2.5% increase in acquired skills
- May 2013- 5% increase in acquired skills
- Student work and achievement is celebrated regularly within the class and after each unit of study

- Students will be assessed two times a school year in the SANDI (September, May)

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

1. PD will be offered in SMILE and EdMark
2. Learning Communities will meet weekly to collaboratively develop strategies to improve communication skills
3. Teachers will provide individualized and direct discrete instruction to meet SANDI targets daily

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).

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

**Budget and Resource Alignment**

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

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

- Tax Levy instructional monies to purchase the UNIQUE program (\$9,600)
- Tax Levy instructional monies to purchase SMILE program (\$1,1015)
- Tax Levy Children's first inquiry for per session for teachers (\$17,940)
- Tax Levy Children's first inquiry for per session for supervisors (\$1,320)
- Tax Levy Children's first inquiry for per session for principal (\$440)
- Tax Levy Data Specialist (\$1.726)

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, there will be improved teacher use of differentiated teaching strategies aligned to students' IEPs as evidenced by increased student engagement measured by low inference observations.

**Comprehensive Needs Assessment**

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

Based on a comprehensive assessment by the SCEP team, including portfolio analysis, classroom walk-throughs and informal observation, it is clear that the teachers in both our alternate and standardized assessment classrooms require further support in differentiating for the tremendous variety of learning needs of our students. In order for our students to improve on both formative and summative assessments, information must be presented in multiple ways and often, they must be given alternative methods to communicate knowledge. While 771K's staff receives on-going professional support from assistant principals and through collaborative learning communities, this is a goal of great importance.

**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**

- Professional Development on Multiple Entry Points
- Purchase of technology for instruction (iPads, Smart Boards, laptops)
- Learning Communities will analyze student work on a weekly basis to develop strategies to include multiple entry points in lessons.
- Using high/low Technology Resources
- Using Advance & Charlotte Danielson's Framework for Teaching
- P771K lesson plan template will include a space for teachers to list entry points for each lesson

- Teacher's will participate in weekly Professional Developments to improve Teacher Effectiveness with a focus on the Danielson Framework
- A "Measures of Student Learning" Team will meet monthly to discuss the evaluation system and ways to implement in classrooms

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

1. All staff involved with both alternate and standardized assessment classrooms

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

1. Advance teacher ratings using Danielson Framework
2. Student portfolios (updated 3 times per year)
3. Lesson plan review for new teachers by School-Based Coach

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

1. September 2013- Initial professional development to introduce instructional focus, multiple entry points
2. Portfolios will be collected and analyzed by administration 3 times per year (November, March, June)
3. Teacher will complete monthly common planning documents during Learning Community which will list the entry points included in the month's unit

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

1. Teachers will meet in their Learning Communities 3 times weekly
2. Advance will be utilized to record observation data
3. Assistant Principals will provide 3 professional developments monthly to staff which will provide support with multiple entry points
- 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).

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

**Budget and Resource Alignment**

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

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

- Tax Levy instructional monies to purchase SMILE program (\$1,015)
- Tax Levy instructional monies to provide Expeditionary Learning Professional Development (\$4,500)
- Tax Levy instructional monies to purchase speech and language assistive technology (\$17,018.67)
- Tax Levy instructional monies to purchase technology for classrooms including Smartboards, iPads and computers (\$31,000)

**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.

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

- 1.

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

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

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**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.

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	P771K students receive AIS services in ELA using the following programs: Wilson/Fundations highly structured remedial program that teaches the structure of language to students who may require multisensory instruction, Achieve 3000-web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests-, SMILE-multi-sensory program and Language Builders.	These services are delivered  In a one to one and group tutoring setting.	During the school day
<b>Mathematics</b>	P771K students receive AIS services in Math using the following programs: Go and Connect Math games. Alternate students are using the Equals math Program and are taught based on their individual levels.	These services are delivered in a one to one and group tutoring setting	During the school day.
<b>Science</b>	P771K students receive AIS services in Science using ELA strategies through Science content. Games, videos, and activities are included.	These services are delivered in a one to one and group tutoring setting	During the school day
<b>Social Studies</b>	P771K students receive AIS services in Social Studies using ELA strategies through Social Studies content. Games, videos, and picture books are included. These services are delivered in a one to one tutoring setting during the school day.	These services are delivered in a one to one and group tutoring setting	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	P771K students receive AIS services provided by the guidance counselor, the school psychologist, and social worker to one setting to support students' social emotional learning.	These services are delivered in a one to one and group tutoring setting	During the school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>771</b>
School Name <b>P771K</b>		

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

Principal <b>Denise D'Anna</b>	Assistant Principal <b>Annette Beale</b>
Coach <b>type here</b>	Coach <b>Emily Shapiro</b>
ESL Teacher <b>Gisele Lukmanova</b>	Guidance Counselor
Teacher/Subject Area <b>Marina Acumen/ESL</b>	Parent <b>Jennifer Wagner</b>
Teacher/Subject Area	Parent Coordinator <b>Denise Ramos</b>
Related Service Provider	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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>411</b>	Total number of ELLs	<b>71</b>	ELLs as share of total student population (%)	<b>17.27%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	71
SIFE	5	ELLs receiving service 4-6 years	15	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	54	4	48	15	1	14	2	0	2	71
Total	54	4	48	15	1	14	2	0	2	71

Number of ELLs who have an alternate placement paraprofessional: 16

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	4	4	0	5	5	0	1	0					26
Chinese	4	2	5	0	1	4	0	2	0					18
Russian	1	2	1	0	1	1	3	1	1					11
Bengali					1									1
Urdu			1			1		1						3
Arabic						1		1						2
Haitian				1				1						2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian					1									1
Other	1		2			1	1	1	1					7
<b>TOTAL</b>	<b>13</b>	<b>8</b>	<b>13</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</b>

**Part III: Assessment Analysis**

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	6	12	0	9	12	2	8	2					64
Intermediate(I)		2		1		1	1							5
Advanced (A)		1					1							2
Total	<b>13</b>	<b>9</b>	<b>12</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</b>

**NYSESLAT Modality Analysis**

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				1
7					0
8					0
NYSAA Bilingual (SWD)			1	31	32

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1								1
7									0
8									0
NYSAA Bilingual (SWD)							32		32

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							12		12

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:**

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

and Learning Skills (ABLSS) for the 6:1:1 ratio. Teachers also collect additional data in the areas of communication, social skills and behavior in order to differentiate instruction and measure student progress.

The Student Annual Needs Determination Inventory (SANDI) is used to assess 12:1:4 elementary level students in alternate assessment. All data is reviewed to identify priority target skills, instructional strategies and materials are developed to address the identified skills.

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

In the beginning of the 2013-2014 school year, all new entrants were administered LAB-R within the first ten business days to determine eligibility for ESL services. Two Kindergarten students scored above the appropriate cut scores on the LAB-R and was determined not eligible for ESL services. In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines the level of language proficiency (Beginning, Intermediate, Advanced, Proficient) and whether or not the student continues to be eligible for ELL services. After reviewing and analyzing the NYSESLAT assessment data for the 2012-2013 school year, the following patterns are found across proficiency levels. Reading/writing and listening/speaking test scores revealed that one student scored at the Proficient level, five students at the Intermediate level, two students at the Advanced level, and the rest of ELLs scored at their Beginning level. In addition, seven ELL students scored Intermediate in listening/speaking and only two students in reading/writing. In grades one through eight, five students improved their listening/speaking and reading/writing skills with higher scores comparing to the test scores in the past. The rest of ELLs at the Beginning level also showed progress in all four modalities with significant improvement in listening, speaking, and reading skills. However, there was visible improvement in reading and minimal improvement in comprehension.

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](#))

The patterns across NYSESLAT modalities will affect instructional decisions for teachers. The ESL teachers will work collaboratively with classroom teachers to improve students' listening, speaking, reading and writing skills. They will utilize small group instructions using scaffolding and reading comprehension strategies. Focus will also be put on phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, and comprehension.

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?

Students continue to perform better in the listening/speaking portion of the NYSESLAT than reading and writing: two students in the first grade, one student in the second grade, one student in the third grade, one student in the fourth grade, one student in the fifth grade, two student in the sixth grade, three students in the seventh grade, and one student in the eighth grade scored higher in listening/speaking than in reading/writing. Expressive and receptive native language development and proficiency level of each student is assessed using the SANDI, ABLSS and Brigance Inventories and NYSAA performance datafolios. P771K ELLs are not administered the Periodic Assessments due to their disabilities. They are evaluated using alternate assessment tests aligned with common core learning standards and performance indicators in ESL/NLA, and with alternate grade level indicators in ELA and

content

areas.

Based on NYSAA data collection in 2012-2013 in each of the content areas, our LAP team has observed that the ELL students

continue

succeeding in NYSAA with higher scores than in the NYSESLAT, primarily due to the fact that the NYSAA test materials are

adapted

according to the special needs of our students. The results of NYSESLAT (reading/writing, listening/speaking) will effect further instructional decisions. Student native language performance was demonstrated by the student work and performance data in their assessment portfolios, and documented on their scoring worksheets.

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](#).)

To provide ELLs with rigorous, culturally responsive instruction, the following programs are offered within the Response to Intervention (RTI) framework: Wilson/Fundations highly structured remedial program that teaches the structure of language to students who may require multisensory instruction; Achieve 3000-web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests-, SMiLE-multi-sensory program. These services are delivered in a one to one tutoring setting during the school day

6. How do you make sure that a child's second language development is considered in instructional decisions?  
All content area teachers teach in such a way that the students' English language skills are built on their personal histories and cultures. By developing such understanding and knowledge, teachers create the essential foundation for meaningful instruction, including a literate classroom environment, use of collaborative learning, oral and written personal narratives, dialogic writing, predictable books, reading aloud, literature response, self-selected reading, and the linking of literacy activities to content. In alternate placement classes the ELLs receive support of paraprofessionals who speak their native language.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Essential to understanding growth across all student populations is the review of teacher assessments, supervisor observations, reports from related service providers and review of progress towards Individualized Education Plans (IEP) goals. Furthermore, all students have portfolios comprised of work samples and teacher assessments that are also reflective of progress.  
Related service reports also measure growth with individual students in targeted areas. After reviewing data, following suggestions from the Quality Review and consulting with teachers, related service providers and parents, instruction was targeted towards increasing independence and students' funds of knowledge in personal and community domains.

## 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](#).)  
The following procedures for the identification and placement of new ELLs are used for all new entrants at P771K: The LAB-R is administered to new entrants within the first ten business days to determine eligibility for ESL services, following the administration of the HLIS at CSE level. However, if it has not been completed at CSE, our school site coordinators and bilingual pedagogues speaking Italian, Russian, Ukrainian, Polish, Yiddish, Spanish, Chinese, Philipino, Arabic, and Georgian languages, administer the HLIS and an interview in English and the Native Language. It is conducted as an informal discussion with parents in their native language about languages spoken at home, previous access to schooling, migration history and family circumstances, the student's strengths and interests, special needs and other related/potentially relevant information. A student is considered to have a home language other than English when one question indicates that the student uses a language other than English. Also, two questions (Part 1: Questions 5-8) indicate that the student uses a language other than English.  
LAB-R eligible students are tested by our two fully certified Russian speaking ESL teachers Gisele Lukmanova and Marina Acumen within the first ten days of initial enrollment. Service eligibility is determined by cut scores on LAB-R. Spanish speaking students, who do not pass the LAB-R, are administered the Spanish LAB in order to determine language dominance.  
In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by fully certified Bilingual Russian ESL teachers Gisele Lukmanova and Marina Acumen to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ATS reports, such as RLER, RLAT are

utilized to determine NYSESLAT, and LAB-R eligibility for those students who are already in the NYC Public School System. The Appendix H chart is used to determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their Individualized Education Program (IEP), are ungraded. The RNMR report is used to prepare a schedule for testing each of the four modalities on NYSESLAT. For all grade bands, the modality subtests are administered in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading. The Writing subtest is administered last and scored by certified ESL teachers who had special training in administering/scoring the NYSESLAT.

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.  
100% of our school population is special education including students with emotional disturbances, autism, intellectual and multiple disabilities. Decisions on program choices (Transitional Bilingual Education (TBE), Dual Language, Freestanding ESL) are made during the Educational Planning Conferences at the CSE level in conjunction with the parents of ELLs. Moreover, twice a year (in Fall and Spring), P771K holds orientations for parents/guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In these orientations, parents/guardians have the opportunity to receive materials about ELL programs in their home languages and ask questions about ELL services with assistance from an interpreter if necessary. Currently, our school offers a Freestanding ESL program only. This offering has been directly aligned with parents' choice, where 100% of parents have requested such program for the last few years. However, in case our parents have selected a TBE/DL program for their child, P771K Parent Coordinator Denise Ramos works diligently to increase our outreach to other schools in District 75 to support parent choice and link parents to neighborhood resources, so that the parents will have the option of transferring their child to a school within the district providing such program.
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 [\[see tool kit\]](#).)  
In District 75, entitlement of services is ensured and parents are informed by CSE as to the service which is most beneficial to their child and which their child will be receiving. In addition, parents receive letters in a timely manner about the services provided in their native language throughout the year. All documentation is secured and stored properly in the school office.
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 identified as ELLs at P771K are placed in a free-standing ESL program. Parents of students identified as ELLs are interviewed in their native languages during the HLIS process and informed about the option to transfer their child into a bilingual education program offered in another District 75 school. The parents are also notified by a translated letter about their child's identification and placement in a free-standing 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.  
In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by fully certified Bilingual Russian ESL teachers Gisele Lukmanova and Marina Acumen to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ATS reports, such as RLER, RLAT are utilized to determine NYSESLAT, and LAB-R eligibility for those students who are already in the NYC Public School System. The Appendix H chart is used to determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their Individualized Education Program (IEP), are ungraded. The RNMR report is used to prepare a schedule for testing each of the four modalities on NYSESLAT.  
For all grade bands, the modality subtests are administered in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading. The Writing subtest is administered last and scored by certified ESL teachers who had special training in administering/scoring the NYSESLAT.
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.   
Currently our school offers a Freestanding ESL program only. This offering has been directly aligned with parents' choice, where 71 parents have requested such program for the last few years. However, in case our parents have selected a TBE/DL program for their child, P771K Parent Coordinator Denise Ramos works diligently to increase our outreach to other schools in District 75 to support parent choice and link parents to neighborhood resources, so that the parents will have the option of transferring their child

to a school within the district providing such program.

## Part 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])?
 

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

16 (sixteen) students in Alternate Placement with the IEP recommendation for Bilingual services are supported by Alternate Placement Paraprofessionals who speak their native language and English, and at the same time the students receive ESL services from licensed ESL teachers in a pull out/push in program. Our Beginning and Intermediate level ELLs from grades K to 8 receive 2 units of ESL instruction for 360 minutes per week, and Advanced level students receive 1 unit of instruction for 180 minutes of ESL and 180 minutes of ELA per week as required by CR Part 154 (see chart above). Our staff ensures that the mandated number of instructional minutes is provided according to students' proficiency levels in alignment with school schedule.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

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

To ensure that students meet the demands of the Common Core Learning Standards and pass the required state and local assessments, ESL instruction follows the NYS ESL and Common Core Learning Standards and incorporates ESL strategies such as: Language Experience, Whole Language, Scaffolding Techniques, graphic organizers, and Cooperative Learning. The use of technology and augmentative communication devices are incorporated to give students additional instructional support.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

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

To ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, the fully certified ESL teachers use various formal and informal evaluations, such as AWARD reading assessment tools, students' portfolios, and teacher made rubrics aimed to assess all four modalities of language acquisition. They also prepare ELLs for testing each of the four modalities on NYSESLAT during Title III Saturday Sessions.
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).

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

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

six  
 Those students with an extension of services who have been receiving ESL services for more than three (3) years, but less than (6) years, are supported through AIS, Buddy System, peer tutoring, CHAMPS with the continuity of ESL services as per their IEPs.

Students are encouraged to participate in Title III Saturday sessions and all after school programs designed to improve test prep and literacy skills.

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

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

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?

In an alternate placement setting, through the Unique Learning System online program, teachers of ELL-SWDs integrate technology into shared learning experiences and differentiated tasks that both provide access to academic content areas and accelerate English language development. These differentiated tasks are based on three levels of learning for students with significant cognitive disabilities. Teachers use Level 3 Unique Learning Differentiated Tasks for those students who typically have potential to learn to read text, and to independently demonstrate comprehension of learned information within modified content. Level 2 students require picture support and other direct support in learning and the demonstration of skills. Level 1 students require maximum support within instructional tasks. For these students, increasing the level of participation is the main objective. All ELL students receive instruction through a Sheltered English approach. The differentiated instruction, adapted materials with Mayer Johnson symbols, and use of augmentative communication devices are aligned with students' IEP goals. AWARD Reading Online program is also incorporated to ensure that all ELLs master the essentials of reading.

In addition, the Starfall online program is used in the classroom and in the home with internet access to the animated stories and hundreds of interactive resources for homework and practice.

Methods of instruction to deliver lessons include Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. The use of technology and augmentative communication devices such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches are incorporated to give students in alternate assessment programs additional support.

For standardized ELL-SWDs, teachers use the NYSED Expeditionary Learning Classroom materials and Core Knowledge Listening and Learning textbooks in ELA"; HMH Go Math! packages of all levels in Math and Harcourt Science and Glencoe Science books and equipment in Science.

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?

To meet the diverse needs of ELL-SWDs within the least restrictive environment, our school uses special methods of instruction, such as Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. The use of technology and augmentative communication devices, such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches; assessment accommodations, such as granting of extra time, oral

interviews, demonstrations or visual representations, tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English, are incorporated to give students in alternate assessment programs additional support and flexibility.

We also focus on students' families, languages spoken at home, the use of native language books with adaptations, and other bilingual materials and resources, such as Fonolibros, EDL Leveled Libraries and Pequenita Celebraciones. The use of bilingual software and multimedia equipment enhances and supports the development of their native language skills. NLA literacy activities are extended throughout the curriculum and subject areas. Our ESL teachers along with the classroom teachers work diligently with parents to assist their child with hands on activities related to their disabilities and English language deficiencies during the school day and Title III Saturday sessions.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

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

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

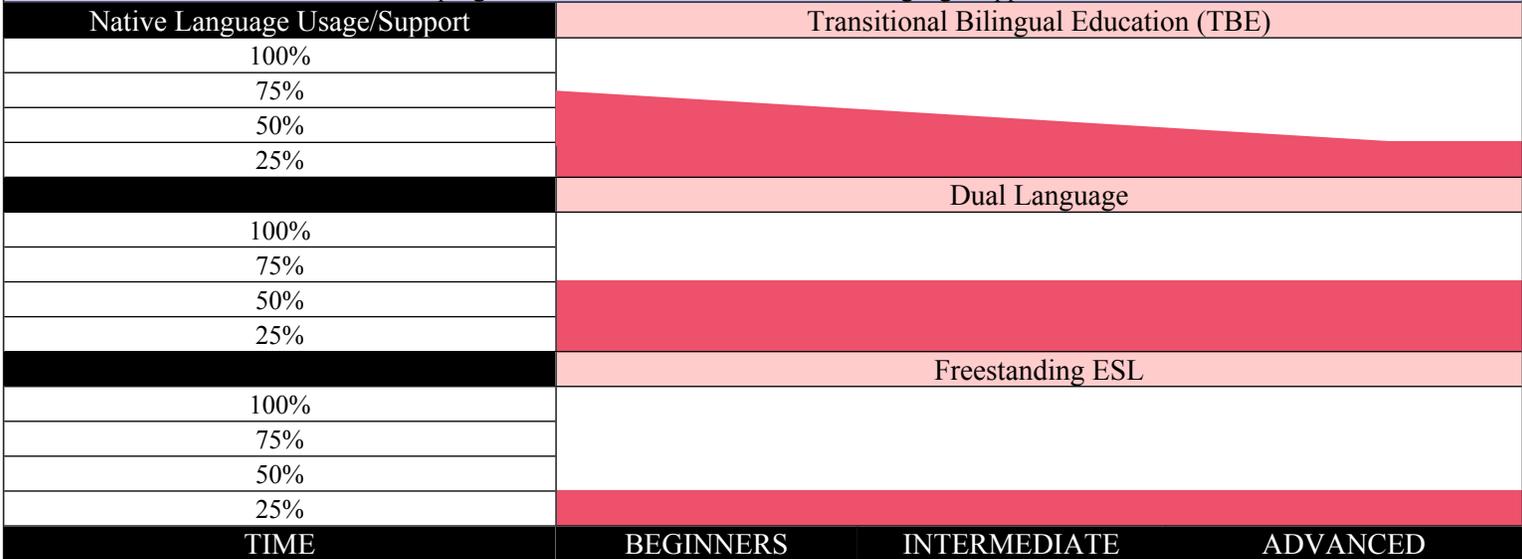
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

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

We currently use the Shared Reading Classics Units for ELLs. It is based on current scientific evidence-based literacy research and best practices pertaining to the students ethnic background needs, such as cultural awareness and native language support. Multimedia is also utilized to create an interactive element to the storytelling. The textbooks are provided along with the supplementary materials for digital storytelling and language development.

Through the Unique Learning System online program our ESL and classroom teachers effectively integrate technology into content area and shared learning experiences.

The ESL instructional approaches and the scaffolding methodologies are applied in our content area subjects as well. During ELA, classroom teachers provide support and assistance to ELLs to promote natural emergence of literacy in literacy-rich environment, so that they will practice their next level of language development and, thus, progress in learning and development. Social studies classes are adapted for ELLs with meaning-based activities and motivating activities. Math and Science classes follow a workshop model with ELL subgroups targeted in a smaller groups of two to four students and a bilingual paraprofessional with lowered anxiety levels of instruction.

All teachers are aware and trained how to apply ESL methodologies to the linguistically and culturally diverse needs of ELLs.

They provide hands-on, challenging, multisensory, and challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English. Our engaging learning classrooms offer ELLs opportunities to construct meaning and learn in a variety of ways, not just from the teacher or the textbook. They have their peers to learn from and to explore educational activities together.

ELLs are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of students. Assessments are sensitive to the particular needs of ELLs, and used to assess students' progress through all four modes of communication: speaking, listening, reading, and writing. Assessments are ongoing, performance-based, and generative that provide an integrated account of all that ELLs are learning, both in language and in academic content areas. Assessment techniques include a pre and post teacher-made test adapted to the students needs. Such assessment devices used during the continuum are the development of rubrics to assess student work.

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

In the upcoming school year we have plans to maximise the use of iPads in all areas of the curriculum allowing the children to work in the most effective environment shifted from teacher-centred to child-centred learning.

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

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

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

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

Title III Saturday Symposiums are implemented to help ELLs attain English proficiency through interactive Storytelling units. Each session is planned to supplement the themes being studied during the school day. The curriculum presented during the school day is reinforced at the Title III Saturday program.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Some of the ESL instructional materials used in our program are books on guided reading, shared reading, and silent reading, reading aloud; writing booklets, charts, graphic organizers, visual aids and technology. The use of computers and smart board technology provides students with the opportunity to practice listening, writing, reading skills, and language development.
  
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support for ELLs is delivered by multicultural library books, as well as books and software in the Spanish, Chinese, Russian, and French-Creole languages and the adaptation of literacy materials to meet the needs of students with severe disabilities. NLA literacy activities are extended throughout the curriculum and subject areas.
  
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All required services support and resources correspond to ELLs' ages and grade levels. All curriculum and materials are age and grade appropriate. We use Benchmark content area leveled books, Rigby (On Our Way to English), Unique, National Geographic Theme Sets, teacher-made and differentiated materials to assist our ELL's in becoming successful in our school.
  
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.  
Before the beginning of the school year newly enrolled ELL students are offered Chapter 683 Summer School ESL services provided by fully certified ESL teachers. Throughout the school year the Title III Symposiums are implemented to help ELLs attain English proficiency through interactive technology tools based on current scientific evidence-based literacy research and best practices pertaining to the students ethnic background needs, such as cultural awareness and native language support. Each session is planned to supplement the themes being studied during the school day. The curriculum presented during the school day is reinforced at the Title III Saturday program.
  
18. What language electives are offered to ELLs?  
We currently do not provide any language electives to ELLs.
  
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. Professional Development and Support for School Staff

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

Based on our inquiry team observations and findings across all subject areas and grade levels, the team members Principal Denise D'Anna, Assistant Principals Annette Beale and John Ferrannini determine the deficit areas on instructional planning for the teachers

of ELLs and select the appropriate topics pertaining to the professional development of all teachers of ELLs.

Research indicates that professional development is the key to improve student achievement. There is a weekly meeting with the guidance counselors to address behavioral issues. Professional development sessions for service providers, ESL, special education classroom, cluster teachers are provided weekly during common prep hours to address the needs of our new and experienced staff in order to align practices with research based findings on language acquisition, in supporting ELLs as they engage in the Common Core Learning Standards and assisting ELLs as they transition. During these professional development sessions the use of pedagogical second language acquisition strategies and techniques, such as scaffolding language and meta-cognition processes are emphasized. Teaching strategies also include activities and techniques to develop oral language and vocabulary, as well as reading and writing skills. Best practices in second language instruction are modeled, analyzed and implemented in the classroom setting. Classroom inter-visitations are arranged to share ideas and strategies. Partnerships between elementary and secondary schools that allow older students to share their secondary school experiences with younger children are established (Homework partners, school ambassadors, cross-curricular community history projects). Similarly, self-reflective

sharing

sessions for staff are included for each stage of second language acquisition development and balanced literacy, such as "Language Support for English Language Learners of Each Stage of Language Learning", "Balanced Literacy for English

Language

Learners" to assist ELLs as they transition from one school level to another.

During Professional Learning Communities (PLC), teachers collaboratively use data to create instructional goals unique to their ELL

population. Teachers of Small Learning Communities using a PLC model have a common planning period and share the same small

group of students, including ELLs, whom they closely monitor in order to offer an increasingly targeted responsiveness to individual

needs of students.

The guidance counselors meet weekly to discuss strategies in order to assist ELLs as they transition from elementary to middle and/or middle to high school. Professional development sessions for staff are provided by a school leadership team and guidance counselors on how each student's unique background affects his or her instructional needs, and to meet that student with tailored secondary level or high school level instruction; how to teach the content and language together in the same classroom, through a coteaching model in which the ESL and content teacher collaboratively plan.

In addition, the ESL teachers are enrolled in professional development for ELL teachers offered by District 75 ELL Department. ELL Compliance Professional Development Institute Series:

09/12/2013 Session 1 - LAP, Language Translation and Interpretation, Compliance Binder Documents, LAB-R/NYSITELL.

04/01/2014 Session 2 - Administration of the New York State English as a Second Language Achievement Test (NYSESLAT)

New ELL Teacher Professional Development Series:

10/08/2013 Session #1 - The ELL 'How To...' Institute

01/17/2014 Session #2 - The ELL 'How To...' Institute

03/28/2014 Session #3 - The ELL 'How To...' Institute

05/30/2014 Session #4 - The ELL 'How To...' Institute

ELL Teacher Professional Development Institute Series:

10/22/2013 Session 1: Youth for Human Rights

01/22/2014 Session 2: Youth and the Work place -- A View Through the Lens of Child Labor Laws

03/21/2014 Session 3: Disability Rights: A Road to Success

06/13/2014 Session 4: A Glance at International Child Labor -- How the Other Half Lives and Participant Showcase  
Jose P. Training Series:

The topics are percolated down to the school and teacher levels after each session.

Currently our content area teachers are enrolled in 10 hours of Jose P. training sessions offered by District 75 ELL Department on the following dates: 11/05/2013 Part 1 and 06/05/2014 Part 2.

Records are maintained by a school secretary, and copies of the Jose P. certificates are stored in teacher files.

P771K's teachers and paraprofessionals are also supported by the district instructional coaches.

In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs.

## 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?

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

Additional parental involvement activities are provided under Title III program through our Saturday Symposiums. Parents are invited and strongly encouraged to participate in our Saturday Symposiums where they can collaborate with their children and the staff to engage in computer activities and connect their technology skills to their children's educational outcomes. At the workshops parents are introduced to the special education topics, such as the identification and classification process, IEP development, preparing for a CSE/IEP meeting, questions about placement and services.

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

The engagement activities for the parents are based on the "Shared Reading Classics" theme, consisting of a series of training sessions for the parents about what to do when reading to their children at home - before, during, or after reading the book. Parents are introduced to the popular classics from all over the world in native languages that were sensitively selected and adapted for the needs of culturally diverse ELL students and their parents at P771K. The special education topics, such as the identification and classification process, IEP development and placement of ELL students are also addressed in a series of discussion forums at the end of each session. In addition, our Special Education Certified ESL teacher will provide a special training for the parents to assist their child with hands on activities related to autism spectrum disorders.

Letters in the native language and phone calls will be made to each home with information regarding Title III program schedule and instructional goals. It will include ABA, TBE, Strategies and Materials for Alternate Placement Students; NYS ESL Standards; The Teaching of ESL through Content Areas; Alternate Assessment Methods for ELLs; The Use of Technology in ESL Education; and The Adaptation of ESL Materials for the education of ELLs with severe disabilities, the Annual Review and IEP process, NYSAA, NYSESLAT testing and ELA (home to school). Translation funds will be used for the purpose of transcribing written materials and providing oral translation. The Parent Coordinator will make written materials available in various languages. During these meetings parents will be able to familiarize themselves with educational technology, so that they can engage and connect their technology skills to their children's educational outcomes. Parents will be invited and strongly encouraged to participate in our Saturday Symposiums where they will have an access to the valuable educational resources in different languages, technological tools and software.

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

### **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: P771K**

**School DBN: 75K771**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise D'Anna	Principal		
Annette Beale	Assistant Principal		
Denise Ramos	Parent Coordinator		
Gisele Lukmanova	ESL Teacher		
Jennifer Wagner	Parent		
Marina Acumen	Teacher/Subject Area		
	Teacher/Subject Area		
Emily Shapiro	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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

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

DBN: 75K771 School Name: P771K

Cluster: 75 Network: 4

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

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

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

Each parent meets with the school staff when their child is placed in our school. An intake form is completed where the student's home language is noted. The appropriate language service for students is determined at CSEs/SBST level based on the HLIS responses and followup interviews with the parents in their native language. However, if it has not been done at CSE, our school coordinators determine the primary language spoken by the parent of each student within 10 (ten) days of a student's enrollment based on the HLIS. The school coordinators also maintain the appropriate and current record of the primary language of each parent. If the primary language is not English, and the parent requires language assistance, the P771K Parent Coordinator Denise Ramos forwards requests for written translation to the Office of Translation services.

During school orientation meetings parents have an opportunity to ask questions with assistance from an oral interpreter from the P771K staff, or from the Department of Education Translation and Interpretation Services Office if necessary. Our school uses the over-the-phone interpretation services to communicate with a parent during IEP meetings and parent conferences.

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

The P771K Parent Coordinator keeps a record of all students that are in need of translation and interpretation. We have 71 parents consisting of 26 Spanish speaking parents, 18 - Chinese, 11 - Russian, 1 - Ukrainian, 3 - Urdu, 1 - Bengali, 2 - Arabic, 2 - Haitian-Creole, 1-Albanian, 4-Uzbek, 1-Turkmen, 1- Fulani who need written translation and oral interpretation. All informational materials are translated into home languages and disseminated to the parents and school community. Translation funds are used for the purpose of transcribing written materials and providing oral translation.

## Part B: Strategies and Activities

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

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

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

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

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

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