

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **75K004**

School Name: **75K004**

Principal: **DEBORAH EVANS**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: **P.S.004K** School Number (DBN): **75K004**
School Type: _____ Grades Served: PK-5
School Address: 530 Stanley Avenue, Brooklyn, NY 11207
Phone Number: 718-498-6680 Fax: 718-928-3554
School Contact Person: Deborah Evans Email Address: DEvans@schools.nyc.gov
Principal: Deborah Evans
UFT Chapter Leader: Gloria Barber
Parents' Association President: G. Cantave
SLT Chairperson: Deborah Evans
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 1st Ave Street NY,NY 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1503 Fax: 212-802-1678

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: Network 2 Network Leader: Kathleen LeFevre

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Deborah Evans	*Principal or Designee	
Gloria Barber	*UFT Chapter Leader or Designee	
G. Cantave	*PA/PTA President or Designated Co-President	
Lillian Montanez	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	
Elvira Gillespie	Parent	
Marie Cadet	Parent	
Anie Camille	Teacher	
Dianne Van Dunk	Teacher	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. School Community P4K is a District 75 Special Education school with 363 students from grade Pre-K through grade 5. The school population comprises 62.8 % Black, 26.2% Hispanic, 3.85 % White, 4.95 % Asian, and others 2.2 %. All students in the school are designated for Special Education Programs. Of these students, 15 % are English Language Learners. Our students have been identified with Autism Spectrum Disorders (ASD), and other varying behavioral and developmental disabilities that represent staffing ratios of: 6:1:1 ; 12:1:1 ; 8:1:1 ; and 12:1:4. Boys account for 72.2 % of the students enrolled and girls account for 27.8%, representing a ratio of just under 3:1. The average attendance rate for the school year 2013-2014 was 84.49%.

- Our Belief System embraces a culture of high expectations for high teacher quality and practice for improved student achievement. We provide rigorous, engaging and differentiated hands-on , concrete learning experiences through our CCLS-aligned Curriculum Map that is driven by the research-based 3-E Instructional Model within the Interdisciplinary Center –based Learning Approach. Here are highlights of our mission and vision to meet our students' learning needs:

P4K Belief System of How Children Learn Best.

- P4K believes that children learn best by being immersed in a learning environment that is filled with opportunities for student engagement, exploration and evaluation. We endeavor to establish this positive learning environment through Center - based Learning, Positive Behavior Intervention Supports (PBIS), and access to Standard - based Curricula and Assessments. We recognize and attempt to close the gap between what children can perform with adult guidance and what children can do independently. We believe that a wide variety of differentiated strategies such as scaffolding and visual/verbal/physical supports will nurture and promote the achievement of student's Individualized Education Plan (IEP) academic and behavioral goals and objectives. We have internalized the belief that all children will have an overall means of communication that is known and utilized throughout the school day. We believe that such an environment is conducive to student learning and independence as the focus puts 'Children...First.' (QR1.2, 3.4; DR 2c,3d)
- The school has established several community partnerships, including NYU Optical and Dental Services,, Family Cookshop, Gardening with Brooklyn Communities, and Swimming.

2. Strengths, Accomplishments and Growth

- **Adoption of CCLS and Alignment of Curriculum /Assessment Maps / Programs.** Our school has adopted the CCLS from the inception. In **January 2010**, the school conducted a *survey to ascertain* what teachers would like to include in the new revised CCLS-aligned Curriculum Map. Based on the needs assessments, the organization revised its Curriculum Instruction and Assessment Team (CIA) to begin writing the P4K CCLS-aligned Curriculum Map in all core subjects. To this end, Coaches successfully conducted Crosswalk for ELA and Math, and *dug deeper into understanding the standards and the instructional shifts to meet the diverse needs of our students. These professional learning experiences have been well received by all members who had to progressively turnkey the material to colleagues at their respective sites.* The real work then began in writing the Curriculum Map. ***The upshot today is that all new and veteran teachers have been enthusiastically adopting and focusing the CCLS standards and the instructional shifts into their lesson planning and instruction as they move to meet each student's Individualized Education Plan (IEP).*** (QR 1.1a; DR1a, 1e)
- **CCLS-aligned Curriculum Map and Instructional Shifts.** P4K has progressively been taking major steps to incorporate the CCLS and the Instructional shifts into its Curriculum Map, its Units of Study, teaching points, resources and differentiated, modified interdisciplinary center –based activities for early to advance students; all aspects are coherently aligned across and within grades.QR1.1c; DR 1a, 1e, 3c). *These concrete, hands-on activities are designed to address students' individual learning strengths and therefore stimulate their thinking and making sense of what they are doing and learning (QR1.1b; DR1a, 1e, 3c).* These actions and strategies have hugely impacted and enhanced teacher practice and student engagement at centers, and in student work products (QR 2.2;DR 3c, 3d). This correlation along with the Instructional shifts and the expectation of Rigor are well articulated into our C/Map Lesson plans and units of study. At our Professional Learning Communities (PLC) Day 2 meeting, teachers have been and are continuing to examine student work in terms of the instructional shifts embedded in the CCLS. Teachers have consistently utilized these protocols to evaluate themselves and their student outcomes. The use of DOK during instruction particularly allows teachers the opportunity to assess student for learning, and at the end of lesson provides teachers and other students a handle of how students have performed. The overall impact of navigating the CCLS-Aligned Curriculum Map, incorporating the instructional shifts, and integrating the Danielson rubric has been improved teacher practice and increased student outcomes. (QR1.1; DR1a).

- Both experienced and new teachers fully understand what an invaluable resource the CCLS-aligned Curriculum Map plays in planning, preparing for and delivering instruction in their classrooms and ensuring educational equity, access and opportunity for all students including ELL students across the organization. (QR 1.1c;DR 1a, 1e, 3c, 3d) The Curriculum Map is simply laid out, user-friendly and serves as a formidable resource of instructional ideas and material to meet the diverse needs of all students.(QR 1.1a). The upshot of this integration has been observed in improved teacher planning (using P4K suggested Lesson Plan Template), and presentation of engaging instruction to meet the diverse needs of their students. For example, all teachers have had an ‘Effective’ rating at the last Teacher Evaluation with 12% improvement in Domain 1; and 7% overall increase in Teacher Effectiveness. All Students have gained a Level 2 or higher at the CCLS Culminating Performance Tasks in ELA and Mathematics as per our last SCEP goal.
- **P4K 3-E Instructional Model with High Correlation to UDL.** Our delivery of concrete, pictorial, hands-on differentiated and adapted activities are all driven by our researched –based 3-E Instructional Model of Engagement, Exploration (at interdisciplinary centers) and Evaluation (of student various work products) at each center and end of period. (QR1.2; DR1a). Our 3-E model is highly aligned to the UDL principles that allow teachers to utilize multiple entry points to present tasks, and permit students to express their work products in multiple ways and to share their work products with peers and adults). Teachers have been and are copiously utilizing the CCLS-aligned C/Map to create lesson plans and align to the Danielson rubric all the time, and at all centers. (QR 1.2; DR1e). All stakeholders uphold these beliefs of how children learn through the learning continuum of

Concrete → Symbolic → Pictorial

array of activities **driven by our 3-E Instructional Model (pedagogy) within the Center –based Learning Approach: all aligned to the CCLS-aligned C/Map ((curricula)**

- Positive Behavior Intervention Supports (PBIS) Behavior Management System of: Self- Control, Prepared, Organized, Respectful, and Try Hard, (Be A S.P.O.R.T.) with its wide range of puppetry representing functional qualities of Trust, Respect ,Control, Persistence and Effort; all embedded into our instructional day.
- **Parent Information of CCLS and P4K strategies.** Parents across all six sites have been involved in many professional learning opportunities including the Common Core Learning Standards (CCLS) and their implications for teachers, students, parents and other stakeholders. They also have had an insight into P4K instructional strategies (3-E Model within center-based learning), and support systems / structures that are in place to meet the demands of the CCLS. In addition, coaches have provided many learning experiences for parents in Math/Science, and ELA/Art/Social Studies to assist children at home. The organization also provides relevant Math, ELA, Science and Speech/ Communication material during these occasions to enhance the home-school connection but more importantly, to help with students homework and learning. (QR 1.1a, 1.2;DR 2a, 4a).

3. Major Focus: P4K Instructional Focus. The development of our 2014-2015 P4K Instructional Focus (1.2) shown below, has resulted from deep discussions of emerging ideas from multiple perspectives including the Curriculum Instruction Assessment (CIA) Team. The team formulated the Instructional Focus that revolves around not only the CCLS-aligned Curriculum Map with Center-based activities and the Instructional Shifts, but also among all of the following: P4K Structures and Systems, PLCs Protocols, 3-E Instructional Model, Lesson Planning & Preparation Template, Differentiation utilizing the Nine Adaptations, SCEP goals, Teacher Personal goals, Framework for Student Safety, Technology, Various Assessments and IEPs, PBIS, Professional Learning, Communication Systems, Quality Review ‘big’ and sub-Performance Indicators and the eight evaluative and sixteen formative Danielson Components.

Title: Multiple Entry and Exit Points for Student Engagement and Learning. QR 1.2.

P4K Belief System of How Children Learn Best incorporates a vision of exposing students with cognitively engaging, rigorous and differentiated Center-based Learning Experiences (QR 1.1b; DR 3b, 3c, 3d) delivered through the 3-E Instructional Model. (QR 1.2; DR 1a). Given these opportunities with teacher collaboration, students will be able to demonstrate increased engagement and learning as they close the gap between what they can achieve with adult guidance and what they can do independently; all geared toward meeting the demands of the Common Core Learning Standards. (QR 1.1a; DR 1a) P4K expects a 5% overall increase in student engagement and learning in ELA and Math, as measured by the formative assessment (SANDI). (QR 2.2;DR 3c, 3d)

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The results of the 2013-2014 NYCDOE CCLS- aligned Culminating Performance Tasks in Mathematics and Literacy have shown that over 90% of students have performed at Level 2 and higher. Since the CCLS are still in its early implementation phase, and considering our students’ developmental needs and challenges, the P4K organization will continue supporting all students to meet and exceed the 2014-2015 P4K CCLS- *aligned Instructional Expectations in Mathematics and Literacy*. Continuing to provide appropriate, modified, and engaging mathematics and literacy learning experiences will lay the foundation for our children to successfully complete grade-specific CCLS- aligned Performance Tasks that will allow them to continue to achieve post-secondary career readiness skills, and independent learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students will achieve a Level 2 or higher on one CCLS-aligned ELA Culminating Performance Task and one CCLS-aligned Math Culminating Performance Task, as a result of participating in *rigorous and engaging CCLS learning experiences*, as measured by student performance on the P4K teacher-created rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>Teachers follow the P4K CCLS-aligned Curriculum Map with Units of Study, Teaching Points, and Student Learning Objectives driven by the 3-E Model of Engagement, Exploration, and Evaluation that provides Multiple Entry and Exit Points for rigorous, concrete and engaging activities to enhance student outcomes.</p> <p>Teachers receive Professional Development from D75 office</p>	All PK-5 students	December '14- January '15 for Math. March '15 – April '15 for ELA	APs, Coaches, Lead Teachers, Cluster Teachers, Classroom Teachers/Paraprofessionals/Related Service providers and site teacher trainers

and from P4K Instructional Coaches to build teacher capacity and ensure student success at the Performance Tasks.			
Teachers of SWD and ELLs will receive Lesson Plan Samples and Samples of Center-based Activities through use of scaffolding, graphic organizers, drama and play, art, inquiry/discovery, direct instruction, technology strategies in Math and ELA with support from the ‘Push-in Model to support student outcomes. Teachers use the Nine Adaptations to modify foundational tasks to help students experience success at this goal.	All PK-5 students	December’14- January’15 for Math. March’15 – April’15 for ELA	APs Coaches, Lead Teachers, Cluster Teachers, Classroom Teachers/Paraprofessionals/Related Service providers and site teacher trainers
P4K continues to foster an effective home-school partnership through our October ‘Meet & Greet’ opportunities. Parents at each site become aware of the P4K Expectations for the CCLS-aligned Mathematics and Literacy Culminating Performance Tasks. During the school year parents are provided with relevant materials and training in Math/Science and Literacy to help parents work with their children at home to improve their achievement.	All PK-5 students	September’14- June’15	Principal, Assistant Principals, Coaches, Lead Teachers, Related Service Providers, and Classroom Teachers/Paras, Parent Coordinators, Family Aides, PBIS Advisory team

Teachers adhere to the principle of trust, collaboration and respect for others during their conversations and dialogues within the P4K Professional Learning Communities (PLCs) Protocols - Day1 and Day 2 with Tracking Log, and Day 3 SMART Inquiry. All stakeholders support the Professional Collaboration that improves teacher capacity to successfully implement the tasks for student success on the ELA/Math performance tasks.	Teachers and Administrators	September’14- June’15	Principal, Assistant Principals, Coaches, Lead Teachers, Related Service Providers, and Classroom Teachers/Paras, Parent Coordinators, Family Aides, PBIS Advisory team
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional Resources include Our P4K CCLS-aligned Curriculum Map/ Assessment Map with Units of Study, Teaching Points, Student learning Objectives, Center-based Interdisciplinary Activities, Related Trade Books & Technology Resources for games, models, and activities to achieve this goal

Human Resources include APs, Coaches, Lead Teachers, ELL teachers Classroom Teachers and Paraprofessionals, and Related Service Providers who provide various levels of instruction and support services to ensure student success in the Performance Tasks

Schedule Adjustments: Common Preps, Scheduled Days for Professional Development / Learning, Designated Professional Learning Communities (PLCs) Day 1 for Curriculum Map Study and ‘Make & Take’; Day 2 for Looking at Student work with next steps, and Day 3 for SMART Inquiry, Faculty and Instructional Conferences are examples of Schedule adjustments to support achievement of this goal

Others: Site Representative Professional Learning Meeting for the CCLS-aligned Performance Tasks and Turnkeying of Information.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Math Tasks

- December –January: Teachers administer tasks for their multigrade classroom students
- Progress Monitoring in February '15 - P4K will collect, analyze data and determine progress of Math Performance Tasks using the P4K Rubric

ELA Performance tasks

- Progress Monitoring in February 2015: P4K will collect, and analyze student work samples to determine progress of ELA Performance Tasks using the P4K Rubric.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Communication skills have always been one of the greatest challenges for students diagnosed with Autism Spectrum Disorders (ASD) and other developmental disabilities. The 2013-2014 SANDI results have shown that we have met the 10% increase in communication skills. As we move to continue improving communication skills among our students this continues to be an area of focus.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PreK-5 students will demonstrate an increase in communication skills as evidenced by a 5% increase over baseline scores, (October 2014) on the appropriate formative assessment

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will continue to receive training in SANDI to effectively identify levels of communication for students and enable teachers to formulate strategies to improve student communication skills Speech Providers will work collaboratively with teachers to create appropriate goals that will be used throughout the instructional day, as well as creating schedules to establish protocols and strategies for ‘push-ins’. Speech providers will support classroom teachers with adaptive visual, verbal, and physical structures material to enhance students’ varied communication systems.	All PK-5 students	September ’14 – June ’15	District 75 Personnel, and SANDI/FAST Programmers for Administrators, Lead Teachers, and Coaches, Designated Lead Teachers Speech Providers and Classroom Teachers and Paraprofessionals, Data Specialist
Classroom teachers prepare, adapt, and design foundational tasks with scaffolding, graphic organizers and other instructional strategies to ensure success for all SWD and ELLs students to increase communication skills.	Classroom Teachers, and Related Service Providers	September ’14- June ’15	D75 Personnel, Speech/ Communication Specialists, APs, Designated Lead

			Teachers, Coaches, and Data Specialist
Professional Development Programs for Parents in Communication provide opportunities for reinforcing communication skills at home; use of various programs such as PECS at home, and modeling examples of social-emotional support for students within the realm of communication. Parents leave the workshops with appropriate materials to take home and reinforce skills accordingly. Teachers share communication tips and information through Newsletters about school events, parent meetings and other activities including Award and Celebration Ceremonies; all designed to acknowledge student accomplishments in communication skills and other subject matter.	Parents and Families, bus drivers & matrons	September '14- June '15	Principal, APs, Speech/communication Experts, Parents, ELL Teachers, Teams of Teachers –all stakeholders
Our PBIS Behaviors Management System incorporates respect, trust, caring for one another and consideration for others through a common language and positive actions that convey respect for teaching and learning within the P4K community. Parents are encouraged to maintain high expectations for their children in all circumstances with trust and respect throughout the school year.	Students, teachers and aides, parents and families	September '14 – June '15	Principal, APs, Related Services Providers, Parents, Community agents involved in extracurricular activities such as Gardening and Swimming

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Professional Development: Designated Lead Teachers, Data Specialist, provide training in SANDI/FAST for all teachers • Speech / Communication Specialists provide Workshops on AAC Devices and other Communication systems including Mayer-Johnson • Instructional Resources-<i>Let's Begin, Land of the Letter People, Words Their Way, Everyday Math, Foss Science, HealthTeacher, and the Art Blueprints. Audio books, Technology, Classroom libraries, COOKSHOP</i> • P4K Systems of Communication with Parents and other Stakeholders through assemblies, meetings, and daily communication • P4K Systems Of Behavior Management – Positive Behavior Intervention Supports (PBIS) and 'BE A S.P.O.R.T.' Strategy

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> • Progress Monitoring in February '15 - P4K will collect, analyze IEP Goals and Objectives using the Student Daily Performance Chart to determine student progress in Communication. 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe 			Yes	No

specified?				
<ul style="list-style-type: none">• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will demonstrate increased use of effective instructional strategies as evidenced in increased student engagement (DR:3c), as measured by an analysis of gains in teacher performance in the HEDI rating (Danielson Framework from October 2014 to May 2015, and a 5% increase in student time on task.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>Coaches assist teacher in unwrapping and utilizing the P4K CCLS-aligned Curriculum Map with Units of Study, Modules, Themes and Teaching points toward meeting this goal of improving teacher effectiveness and student engagement, (DR:3c).</p> <p>Teachers use the CCLS-aligned C/Map and Lesson Templates to create lesson plans aligned to the Danielson rubric all the time, and for all centers, using the 3-E Instructional Model used for planning and delivery of engaging, concrete, pictorial, hands-on differentiated and adapted activities to increase student engagement. (DR:1a,1e).</p>	All Teachers	September '14- June '15	District 75 PD, Lead Teachers, and Coaches, Designated Lead Teachers Data Specialist

Teachers receive Internal and External Professional Development and follow-up workshops that allow them to gain a deep understanding of the <i>Danielson's Framework for Teaching</i> for evaluation of teacher effectiveness. Teachers establish professional goals in alignment with Components 3b,3c, to improve their own professional career and teacher effectiveness.			
Teachers implement concrete, pictorial, hands-on differentiated and adapted activities are driven by our researched –based 3-E Instructional Model of Engagement, Exploration (at interdisciplinary centers) and Evaluation (of student various work products) at each center and end of period.	All Teachers and their students	September '14- June '15	District 75 PD, Lead Teachers, and Coaches, Designated Lead Teachers Data Specialist
Administrators and coaches provide parents with training and material in core subjects of literacy, math, science, social studies, music, art and technology to work with their children at home to reinforce skills and concepts to reinforce student engagement.	Parents and Guardians	September'14- June'15	Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers
P4K shares its values, expectations and belief for student engagement and learning through our P4K Belief System of How Children Learn Best. To continue to expand our trusting relationships with parents, we believe in sharing the ratings of teachers upon parental request.	All Stakeholders	September'14- June'15	Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

• **Benchmarks:**

Progress Monitoring in February '15 - P4K will collect, analyze teacher observation data to determine teacher performance trends.

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

P4K School Leadership has recognized the increase in the number of ELL students has significantly impacted the need to have our students increase performance in the Listening and Speaking Modalities of NYSESLAT. These modalities have been recognized as an area of focus based on the 2013-2014 NYSESLAT results. Accordingly, P4K has generated a Listening and Speaking Modality Rubric based on NYSESLAT to assess student performance and growth as measured by P4K teacher-created rubric.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all K-5 English Language Learners will achieve a Level 2 or higher, as a result of participating in engaging Listening and Speaking experiences, as measured by student performance on the P4K ELL teacher-created rubric

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Teachers receive training in understanding the P4K CCLS-aligned Curriculum Map with Units of Study, Teaching Points, and Student Learning Objectives to improve all student outcomes particularly for our ELLs. • P4K Professional Learning Communities (PLCs) Protocols - Day 1 and Day 2 with Tracking Log, and Day 3 SMART Inquiry for Professional Collaboration; all geared to improve teacher capacity to successfully improve the achievement of ELLs. • Teachers articulate the principles of trust and respect for others in their conversations at all PLCs meetings; and in classrooms using 	All ELLs Students	September’ 14- June’ 15	APs and Two ELLs Teachers/Classroom teachers

<p>PBIS.</p> <ul style="list-style-type: none"> • PD for ESL teachers in the elements of the Listening and Speaking Framework for students. 	Classroom Teachers / RSP	September'14- June'15	APs and ELLS Teachers, Classroom Teachers
<p>P4K teachers and ELLs teachers will make effective use of the following strategies to ensure student success in the classrooms and in the P4K modified Test in Listening and Speaking:</p> <ul style="list-style-type: none"> • Scaffolding, use of graphic organizers, visuals, media, peer help, home language help, and other communication strategies • Heterogeneous grouping • Activating prior knowledge • Speaking English slowly and with visual or gestures • Use of Vocabulary Integrating content and language in instruction 	All Teachers/ RSP	September'14- June'15	APs and ELLS Teachers, Classroom Teachers
<p>All Parents invited to 'Meet & Greet' opportunities at each site to make them fully aware of the P4K Expectations around providing ELL support to students using the Push-in model.</p> <p>P4K shares information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand and feel comfortable.</p>	Parents and Guardians	September'14- June'15	Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers
<p>All stakeholders embrace our Belief System of How Children Learn Best, providing opportunities for all stakeholders to use Our P4K PBIS –Be A S.P.O.R.T common language of trust, respect, and understanding of ELL students; their backgrounds, traditions, language etc., and to enable them to feel comfortable with one another in the classrooms, hallways, cafeteria gardening swimming, and buses.</p> <p>The school provides opportunities for our English Language Learners such as Gardening and Swimming programs to promote confidence and generate trust among staff, parents and students.</p>	Principal, APs, Coaches Lead Teachers, Teachers, RSP, Parents/ Guardians, students	September'14- June'15	Principal, APs, Coaches Lead Teachers, Teachers, RSP, Parents and Guardians, students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Hiring of another ELLs Teacher to meet the increasing population of ELLs

Instructional Resources / Professional Development:

- Administration and Coaches provide workshops with P4K Teaching and Learning The P4K Way, and NYCDOE Document on 2013-2014 Instructional Expectations
- PD by Coaches, district personnel and NYCDOE on the Danielson’s Framework For Teaching (FfT) and P4K *Look Fors/Listen Fors*.
- P4K Coaches and administration provide teachers training on P4K Curriculum /Assessment Maps and P4K Thumb Drive Resources
- All teachers receive NYCDOE /P4K Units Of Study/ Foundational Tasks/ Culminating Performance Tasks for each grade, along with The Nine Adaptations Protocol, NYSAA Extensions and Sample Assessment Tasks (SAT)
- All teachers receive information and copies of the 3-E Model of Engage, Explore and Evaluate within the Center Based Learning Approach; P4K Curriculum Map and Center Learning Activities (sample tasks), and P4K Lesson Plan Templates
- Both ELLS Teachers attend monthly Math/Science /ELA workshops to build capacity and improve ELLs outcomes using a wide variety of Instructional Strategies

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Progress Monitoring: February 15- P4K will collect, and analyze data in Listening and Speaking to evaluate the progress of our English Language Learners.

Part 6b. Complete in **February 2015**.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Parent attendance at school events and meetings last school year represented a modest achievement. The organization recorded 850 parental visits for the year, representing 2.4 visits/parent/year. P4K has been and is committed to enhancing parent immersion and engagement in school programs, events and various meetings to sustain and promote student achievement. We believe that parent support is vital to student success, second only to teacher quality. Therefore it behooves us as a strong school community to encourage and expand our school-parent – community partnerships even more as we embrace the elements captured in the Chancellor’s Capacity Framework for meeting student independence, lifelong learning and the demands of college and career readiness.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P4K family-community partnerships will improve by 10% over last year - end data (baseline), as evidenced by increased parent – teacher communication and parent attendance at various school events and meetings

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Parents attend ‘Meet & Greet’ opportunities at each site to make them fully aware of the P4K Teaching and Learning Expectations in alignment with The NYCDOE Instructional Expectations and the Chancellor’s Capacity Framework and to improve their participation.</p> <p>Parent Classroom Newsletters for updates of curricular activities, upcoming events, IEP Meeting, Parent Teacher Conferences, and assemblies and celebrations to inform parents and encourage their participation in celebrating their children’s achievement. Teachers maintain daily and</p>	Parents and Guardians	September’14 – June’ 15	Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers, Related Service Providers, and Counselors.

<p>monthly data of student performance and progress to inform parents.</p> <p>School leaders disseminate training and materials in core subjects of literacy, math, science, to help parents work with their children at home to practice academic and behavioral skills.</p>			
<p>Meetings of Related Service Providers and Parents on how to integrate strategies into the home based on IEPs.</p> <p>ELLs Saturday Workshop for parents (ELL) and their children to work collaboratively to increase student achievement.</p>	All Parents and Guardians	September'14 – June' 15	Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers, Related Service Providers, and Counselors.
<p>School staff conducts outreach to parents reinforcing the importance of attending school events via multiple means such as: phone calls, newsletters, invitations, etc.</p>	All Parents and Guardians	September'14 – June '15	Principal, APs, lead teachers, Parent Coordinator, Classroom Teachers, Related Service providers, and Counselors
<p>School staff provides parents with workshops and informational sessions on our P4K PBIS-Be A S.P.O.R.T Program. This fosters a common language of trust, respect and understanding of the PBIS skills students are learning in school.</p>	All Stakeholders	September'14 – June' 15	Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers, Related Service Providers, and Counselors.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Principal, APs, Coaches, Parent Coordinator, teachers , Related Service Providers and Family Aides provide workshops and requested help for parents with special needs

Instructional Resources: Administration and Coaches provide workshops with P4K Teaching and Learning The P4K Way, and NYCDOE Documents on 2013-2014 Instructional Expectations/Capacity Framework for All

- Parent Coordinator, Coaches and Principal/APs provide workshops on the Common Core Learning Standards (CCLS)
- Principals and APs provide informational Sessions on the New Teacher Evaluation System (*Advance*)
- P4K coaches, lead teachers and administration demonstrate components of P4K Curriculum /Assessment Maps and P4K Thumb Drive Resources for information and to increase attendance
- Parents receive information of our SCEP goals, and NYCDOE /P4K Units Of Study/ Foundational Tasks/ Culminating Performance Tasks for each grade, along with The Nine Adaptations Protocol, NYSAA Extensions and Sample Assessment Tasks (SAT) to appraise them of implications on P4K school community

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Progress Monitoring: February, 15- P4K will collect, and analyze attendance sheets at varied school wide events to identify trends in parent attendance.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> - Barriers to improved student performance - Additional instruction to supplement regular instruction - Guidance and counseling - Services to improve attendance for SWD and ELLs 	<p>Programs: -Balanced Literacy, Words their way, Let’s Begin, Land of the Letter People with adaptations aligned to the P4K CCLS Curriculum Map; Gardening, Swimming, Vizzle, BrainPop, Discovery Education Strategies: -Individual and/or group for Hands-on concrete, symbolic , pictorial Center-based - Learning activities driven by the 3-E model using appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices and support</p> <p>- From Our CCLS _aligned Curriculum Map</p>	<p>-Small group, dyads, triads, 1-1 –</p> <p>- <i>In- class push- in to facilitate instruction and behavior</i></p> <p>-Push in / Pull –out Models <i>Pull out for therapeutic communication and speech</i></p>	<p>- <i>During the Instructional day</i> for individual and/or group - <i>During the day</i> for One-on-One</p>
Mathematics	<ul style="list-style-type: none"> - Barriers to improved student performance - Additional instruction to supplement regular instruction - Guidance and counseling - Services to improve attendance for SWD and ELLs 	<p>Programs: Everyday Math, Equals, P4K CCLS Curriculum Map; Gardening, Swimming, Vizzle, BrainPop, Discovery Education Strategies: - Individual and/or group for Hands-on concrete, symbolic , pictorial Center-based Learning Approach using the 3-E model Concrete, Hands-on and appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices</p>	<p>Small group, dyads, triads, 1-1,</p> <p>-<i>In- class push- in to facilitate instruction and behavior</i></p> <p>-Push in / Pull –out Models <i>Pull out for therapeutic communication and speech</i></p>	<p>- <i>During the Instructional day</i> for individual and/or group - <i>During the day</i> for One-on-One</p>
Science	<ul style="list-style-type: none"> - Barriers to improved student performance - Additional instruction to supplement regular instruction - Guidance and counseling - Services to improve attendance for SWD and ELLs 	<p>Programs: Foss Science Kits, P4K CCLS Curriculum Map; Gardening, Swimming, Vizzle, BrainPop, Discovery Education Strategies: -Individual and/or group for Hands-on concrete, symbolic , pictorial Center-based Learning Approach using the 3-E model Concrete, Hands-on and appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices</p>	<p>Small group, dyads, triads, 1-1</p> <p>-<i>In- class push- in to facilitate instruction and behavior</i></p> <p>-Push in / Pull –out Models <i>Pull out for therapeutic communication and speech</i></p>	<p>- <i>During the Instructional day</i> for individual and/or group - <i>During the day</i> for One-on-One</p>

<p>Social Studies</p>	<ul style="list-style-type: none"> - Barriers to improved student performance - Additional instruction to supplement regular instruction - Guidance and counseling - Services to improve attendance for SWD and ELLs 	<p>Programs: P4K CCLS Curriculum Map; Gardening, Swimming, Vizzle, BrainPop, Discovery Education</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Individual and/or group for Hands-on concrete, symbolic, pictorial Center-based Learning Approach using the 3-E model Concrete, Hands-on and appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices 	<p>Small group, dyads, triads, 1-1</p> <ul style="list-style-type: none"> - <i>In-class push-in to facilitate instruction and behavior</i> - Push in / Pull –out Models <i>Pull out for therapeutic communication and speech</i> 	<ul style="list-style-type: none"> - <i>During the Instructional day</i> for individual and/or group - <i>During the day</i> for One-on-One
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> - Barriers to improved student performance - Additional instruction to supplement regular instruction - Guidance and counseling - Services to improve attendance for SWD and ELLs 	<p>Strategies: Attendance teacher conducts outreach for students with low attendance. Individual and/or group for Hands-on concrete, symbolic, pictorial Center-based Learning Approach using the 3-E model</p> <ul style="list-style-type: none"> Concrete, Hands-on and appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices 	<p>Small group, dyads, triads, 1-1</p> <ul style="list-style-type: none"> - <i>In-class push-in to facilitate instruction and behavior</i> - Push in / Pull –out Models <i>Pull out for therapeutic communication and speech</i> 	<ul style="list-style-type: none"> - <i>During the Instructional day</i> for individual and/or group - <i>During the day</i> for One-on-One

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

[School name], 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 1st 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 with 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P4K	DBN: <u>75K004</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 12
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: As research reflects, "afterschool programs can play a crucial role as cultural brokers not only for the students in their programs, but also for their families. For instance, afterschool programs had positive effects on math and reading outcomes, especially for low-income students and students with disabilities," (The Effect of Afterschool Program Participation on English Language Acquisition by London, Gurantz & Norman, 2010). These programs help parents understand the demands of US schools and equip them with skills to be their child's teacher and advocate. After school programs also assist students who are struggling in reading, math, and the acquisition of the English language. They provide supplemental supports outside the classroom and in varied mediums. Additional research states that, "more after school programs are implementing strategies to help English language learners (ELLs) acquire skills that promote academic learning, such as customizing the program with language development supports and technology," (Learning English and Beyond: A Holistic Approach to Supporting English Learners in Afterschool Programs by Bhattacharya & Quiroga, 2011).

With this in mind, we will start our Title III Saturday Program named "Project Lit-Tech" for ELLs and their families, which will run for seven weeks from April to June 2015. Twelve special needs ELL students (12:1:1 ratio, grades K-2), will participate in our Saturday Title III program where we are seeking to improve their reading and technology skills. We believe that the 12:1:1 students will benefit most from the Title III program, which will be delivered in English to build language fluency. The participants were chosen based on the SANDI (Student Assessment Needs Determination Inventory), the P4K baseline assessment in listening & speaking, as well as the NYSESLAT scores in first and second grade.

The instructional staff will be comprised of one fully certified ESL teacher, Ms. Arocho, and one fully certified Special Education teacher, Ms. Van Dunk, who has an expertise in technology and will instruct the technology component of the program. In addition, there will be two Bilingual Paraprofessionals (one ELL student needs a one-to-one paraprofessional) and one site administrator, Ms. Ferguson, Assistant Principal, who will be involved in providing Title III instructional activities, parental activities, and professional development.

The program will build language and communication as families work side by side with students and instructors, creating home schedules, adapted books and expanding on students' activities in daily living (ADL) skills through the use of computer technology and implementation through use of the SmartBoard. Instruction will be provided in English with home language support from the bilingual Title III staff.

The students who have been targeted for participation in the Saturday program have been identified as struggling readers with severe disabilities. They have been unable to grasp phonemic awareness in the construct of the English language. The program also aims to enhance reading comprehension inside and

Part B: Direct Instruction Supplemental Program Information

outside of the classroom (i.e. technology or environmental awareness) in order for ELLs to develop oral language proficiency. They need to be provided with ample opportunities to practice language skills in social and cultural settings.

The Title III Project "Lit-Tech Program," which has run successfully for four consecutive years, is designed for ELL parents and children with special needs to develop literacy skills through the use of adaptive technology and computer software. The need for a supplemental program within the P4K organization continues to grow as the Second Language Learner population increases.

P4K's ESL program supports curriculum aligned to the Common Core Learning Standards, which is adapted and designed to assist ELLs in the attainment of English Language Proficiency and academic achievement. The ESL teacher utilizes ESL methodologies and strategies for ELL students who participate in NYSESLAT testing. Some of these methodologies include Total Physical Response (TPR), Language Experience Approach (LEA), the Natural Approach, Community Language Learning (CLL), Think-Pair-Share (TPS). This also includes other strategies such as Differentiated Instruction, adaptation of materials to accommodate visual learners, utilization of augmentative and alternative communication (AAC) devices. In addition to the ESL strategies listed, teachers will also provide active modeling, graphic organizers, semantic webs, and role-playing. To meet our diverse cognitive learning levels, P4K will also use multiple entry and exit points of learning inclusive of manipulatives, visual supports, augmentative communication, and technology software accommodations. P4K's administration ensures that ELL students receive the mandated services as per CR Part 154, and the linguistic diversity in our school community also drives the selection of programs that meet students' needs. The school's Language Allocation Policy (LAP) serves as the guiding principle for our ESL program. Within the LAP, P4K identifies its English Language Learners and addresses their needs, goals and objectives for language acquisition as well as the conceptual development of our ELL community.

The "Lit-Tech Program" will run for seven Saturdays, from 9am to 1pm beginning in April and ending in June 2015. During the Title III workshop series, parents and students will be provided with direct instruction and the opportunity to practice and implement newly acquired English language skills. Additionally, the ELL students' IEP goals will be addressed and support staffing will remain in line with IEP mandates. Instruction will be delivered in a differentiated model. The program's goal is to provide opportunities for access to technology and to utilize newly acquired language skills while engaging in literature and social activities. The Saturday program will be an opportunity to practice, share, and expand their English language skills.

All ELL parents will be invited to fully participate and work alongside their children in the Saturday workshop series. These parents will receive direct instruction from the ESL and Technology instructors in group setting, with each instructor taking a segment of the morning. The morning will be scheduled so that students and parents will receive direct instruction from both teachers.

Materials will include software technology to assist in second language acquisition during learning, bookmaking, preparing individualized schedules and adaptive materials to move students along the learning language continuum. Reading A-Z licenses will be donated by the ESL instructor to increase fluency and practice of the English language. Metrocards will be provided to parents to assist them in travelling to and from the program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: P4K's Saturday program will use a textbook titled Reading Problems: Assessment and Teaching Strategies (7th ed.). Boston: Pearson (2014) by Caldwell and Lerner for professional staff development. The staff will discuss and utilize multiple approaches to teaching students with reading problems using practical strategies in collecting a baseline of reading skills as discussed in the textbook. We will utilize the students' baseline data to assist in formulating individualized instruction for various learning styles. In addition, the ESL teacher will facilitate training for the instructional staff how to interpret the baseline data as well as evaluate reading skills.

There will be eight one-hour professional development sessions. The participants will be one Assistant Principal, one ESL teacher, one Special Education/Technology teacher who is fluent in Spanish and English, and the two bilingual paraprofessionals. The initial professional development, Session 1, will serve as an introduction to the program and will be held from 3:30- 4:30 pm on the Friday before the program begins. The remainder of the professional development sessions will be held at 8 am-9 am on Saturday mornings from April to June 2015. Sessions 2 and 3 will cover the functional use of technology and software. Sessions 4 and 5 will train staff on the use of the Boardmaker program to create schedules and social stories for students. Sessions 6 and 7 will be cover SmartBoard techniques and activities. The final session, Session 8, will be used for creating adapted books and personal communication systems for our ELLs with severe disabilities. It is crucial for all staff to be trained in these areas to facilitate literacy and technology support.

The special education teacher, Ms. Van Dunk, with her expertise in technology, and Ms. Arocho, the ESL teacher, are responsible for providing professional development to all staff at the Saturday program. It is important for all members to be trained in the programs that will be utilized, and have an opportunity to practice technology skills. This training will be facilitated through the utilization of a SmartBoard, to navigate the aforementioned programs, along with laptops in more individualized sessions. The ESL teacher, Ms. Arocho, will deliver expanded and ongoing professional development and implementation of ESL strategies and methodologies. In addition, the ESL instructor will model activities and ESL strategies that will be used during the Title III instructional program. The Lit-Tech Program promises to be a language enrichment series that allows English Language Learners to participate in adapted bookmaking, adapted poetry, "Make and Take" student schedules, games and fun recipes. The materials will be created through computer technology (Boardmaker program) to assist parents in building functional communication tools alongside their children.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent Engagement Activities will support our students through a cohesive home-school connection that will help meet the needs of our ELLs with severe disabilities in an academic as well as social environment. ELL parents will be invited to participate and work alongside their children in the workshop series that will run for seven Saturdays from April to June 2015. These parents will receive direct instruction from the ESL and Technology teachers in a group format, with each instructor taking a segment of the morning. Parents will also receive translation and interpretation services as necessary during these workshops from Ms. Van Dunk, who is fluent in both English and Spanish.

Students will receive direct instruction from the teachers as they rotate into the student group rooms based on a schedule. This allows all instructors to work with parents and students alike throughout the course of the morning. In February 2015, Title III information will be distributed to families in English as well as their native languages.

We will also have a Parent Orientation Breakfast in March 2015 from 9:30-10:30am, at no additional cost to Title III. During this time, we will distribute surveys in English as well as parents' home languages, to inquire about interest levels in activities aimed at building literacy skills. Latasha Green, the Parent Coordinator, will work with Anselma Ferguson, the Assistant Principal, to ensure that all ELL parents have the same information about Title III. The Breakfast will cover a range of topics such as building social skills, literacy skills, student interests, and help with homework assignments. In the past four years parents have sought support in our Saturday program. With our help, they worked on building behavior support systems and literacy skills through the use of communication symbols. They also received assistance with homework completion, increasing independence, and improving ADL skills for their children at home. Hence, the supplemental Saturday program is focused on building language, supporting content-area, communication, at-home scheduling, and linking parents to functional uses of technology, such as internet searches for information, applying for library cards online, and searching for local services that they may need.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	Instruction: \$6,245.52	Instruction:

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per session Per diem 	Prof. Development: \$422.72 \$808.00 \$464.80 <hr/> \$1,695.52 Instr and Prof Development Subtotal: \$7,941.04	$1\text{Sup} \times 7\text{Sat} \times 4\text{h} \times \$52.84 = \$1,479.52$ $2\text{ Teach} \times 7\text{Sat} \times 4\text{h} \times \$50.50 = \$2,828$ $2\text{ Paras} \times 7\text{Sat} \times 4\text{h} \times \$29.05 = \$1,626.80$ $1\text{ Secr.} \times 10\text{ hrs} \times 31.12 = \311.20 Prof. Dev: $1\text{ Sup} \times 1\text{hr} \times 8 \times \$52.84 = \$422.72$ $2\text{ Teach} \times 1\text{hr} \times 8 \times \$50.50 = \$808.00$ $2\text{ Paras} \times 1\text{hr} \times 8 \times \$29.05 = \$464.80$
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<hr/>	<hr/>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2869.58	Standard copy paper = \$450 scissors \$84.81 Folders, construction paper, glue \$532.50 Books aligned to CCLS to adapt \$450 Copier ink \$550 Laminating film \$502.27 Laminating Pouches \$200.00 Pens/markers \$100
Educational Software (Object Code 199)	<u>0</u>	

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	\$220	Metrocards 44 x \$5
Other	\$169.38	<u>refreshments for parents</u>
TOTAL	11,200	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Brooklyn	School Number 4
School Name P4K		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	365	Total number of ELLs	55	ELLs as share of total student population (%)	15.07%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	55	1	43	0		11				55

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	55	1	43	0	0	11	0	0	0	55
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	11	10	7	6	1								48
Intermediate(I)	2	0	2	1	2	0								7
Advanced (A)	0	0	0	0	0	0								0
Total	15	11	12	8	8	1	0	0	0	0	0	0	0	55

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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 tools that we use to assess early literacy assessment of ELLs (English language learners) are: Let's Begin with the Letter People Assessment, The Land of the Letter People, the SANDI (Student Annual Needs Determination Inventory), the ESL P4K Assessment for listening and speaking, LAB-R and Spanish LAB. We also use the NYSESLAT. For Let's Begin with the Letter People, a pre-K and

kindergarten literacy assessment, students are tested on letter recognition, phonics and literacy. In the 2012-2013 school year there was a 40% increase in literacy, versus the 2011-2012 year there was a 25% increase in literacy by the end of the year. In The Land of the Letter People, a first and second grade literacy assessment, there was a 40% increase from the baseline to midyear assessment, with the end of the year remaining the same in the 2012-2013 school year. In the 2011-2012 school year, there was a 49% increase in literacy by the end of the year. For communication, the SANDI had an overall baseline was 41% with a 2% increase from the baseline to midyear, and a 5% increase from midyear to end of the year. There was a total increase of 7% over the baseline. In the P4K ELL assessment for listening and speaking for 2013, there was a shift from 20% to 36% for the amount of ELLs moving from Level 1 to Level 2 in speaking; and a decrease of level 1 ELLs for listening (it went from 37% to 30% at this level). Overall for listening, there was an increase of 4% of ELLs moving from level 2 to level 3.

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

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

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

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

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

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

The school leadership and teachers are using the results from the ELL periodic assessments by focusing on the students who need more intervention services and tailoring ESL instruction to meet their needs such as infusing technology into the curriculum, such as iPads, starfall.com, Smartboard, and adapted books. The ESL teacher collaborates with the classroom teachers to differentiate instruction and modify the curriculum to meet the needs of ELLs.

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

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

P4K is a K-5 school that uses a Response to Intervention (RtI) framework. According to Janette Klingner at the University of Colorado RtI is a tiered model of service with interventions, problem solving teams that monitor and collect data to make collaborative decisions

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

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

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

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

7. For dual language programs, answer the following:

- 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?

P4K does not have a dual language program.

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

P4K evaluates the success of our Freestanding ESL Program in many ways. First, we use the New York State ESL Achievement Test (NYSESLAT) to compare results across the years for each individual student to monitor his/her progress. At this time, we make adjustments in our curriculum and delivery of instruction based on the student's performance levels on the NYSESLAT. The ESL teacher collaborates with the classroom teachers in taking daily data during instruction and attend Collaborative Team Teaching Meetings (CTT). She also monitors our ELLs' progress with the ESL P4K assessment in listening and speaking that is adapted to their learning styles. The assessment is done 3 times a year: baseline, midyear, and end of the year assessment. Next, we use parent surveys and take data to monitor and adjust the progress of our Title III Lit-Tech Program. We also provide ESL services to ELLs who standardized and in an inclusion program. We look at the standardized students' test results in ELA, math, and science to tailor a program that addresses the needs of our ELLs to strive for success. For our ELL who is in the inclusion program, we adapt and modify the curriculum to his needs. Also, the ESL teacher pushes in and collaborates with the classroom teacher and inclusion teachers to help the ELL succeed.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Within District 75 the Committee on Special Education (CSE) is responsible for administering the Home Language Identification Survey (HLIS) to students which includes the oral language interview as well as administration of the Language Assessment Battery-Revised (LAB-R)/Spanish LAB when appropriate. In addition: they also explain the three Bilingual Education Program choices and the Free Standing ESL Program available in New York City, administer Parent Survey and Program Selection forms, and place all identified English Language Learners (ELLs) in the appropriate language program as a component of the IEP process. However, when this process is incomplete, upon a child's arrival to at P4K, parents fill-out an information packet that requests detailed information of their child. Information is gathered by school personnel either at the beginning of the school year, or the date upon which the student enters the school. At this time, an informal interview is conducted with the parents and our fully certified ESL teacher, Rachael Arocho. The HLIS is given to all families in a language that they understand, should the parent require additional interpretation services, our school is able to provide this service in the following languages: Spanish, Russian, Urdu, Mandarin, Cantonese, and Tagalog. In the event that we cannot accommodate a parent's home language, we contact the Department of Education (DOE) Translation and Interpretation Unit for support.

The child is a potential candidate for ESL services, if the parent answered questions 1-4 with one native language indication other than English, and questions 5-8 with 2 native language indications on the HLIS. All eligible students are tested with the LAB-R. The Spanish LAB is administered if the child has a Spanish home language and does not pass the LAB-R. P4K is a multi-sited school and our ESL teacher travels to all of our sites. In support of the intake process and to facilitate collaboration between the ESL teacher and the school, there is a lead teacher at each site who has been trained to administer the HLIS to the families of new admits, in the absence of the ESL provider. However, the HLIS is always interpreted by our ESL teacher

Once school commences, the ESL teacher reviews the students' files and the HLIS forms. In accordance with CR Part 154, students are tested within the first 10 days of entry to the school. Once tested by the ESL teacher, LAB-R scores are reviewed to determine if the child is a beginner, intermediate, or advanced LEP student. Then, the child is assigned ESL periods according to his/her proficiency (360 minutes for beginner/intermediate and 180 minutes, of ESL for advanced students, 180 minutes of ELA (K-8). Spanish speaking students who do not pass the LAB-R at the school level will be assessed using the Spanish LAB. Our ESL teacher will identify and train a Spanish speaking pedagogue to help them administer this assessment on a case by case basis. Within the ESL Program, progress reports are also sent home quarterly. In addition, students receive IEP goals which are reviewed quarterly by the collaborative team (special education classroom teacher, ESL teacher, related service providers, and lead teacher). The ESL teacher also attends IEP meetings to discuss the students' progress. In addition, P4K also utilizes the following ATS reports to monitor students and locate other potential ELLs throughout the school year. These reports include: RPOB (birth place, run twice a school year: September and January), BIOD (individual biographical data by student id number), RADP (for new admits and discharges every two weeks), and the REXH (exam history report to review scores of various assessments, including LAB-R and NYSESLAT). Other data sources that are used to highlight the ELL identification process include SESIS, ARIS, IEP meetings, and informal feedback from our Special Education classroom teachers. Prior to the start of the NYSESLAT testing period each April, our ESL teacher, Rachael Arocho, uses the following ATS reports to ensure that all ELLs receive the NYSESLAT annually: RLER-LAB/LAT, RADP (for newly admitted ELLs), and our ELL Compliance Binder to create/verify a list of students that need to be tested. The testing schedule is also used to ensure that all students participate in all four modalities (speaking, listening, reading, and writing) of the NYSESLAT. The child must score proficient on the New York State English as Second Language Achievement Test (NYSESLAT) in order to exit ESL services. The ESL program consists of lessons in English, academic English, content-area support, and NYSESLAT preparation through teacher created rubrics. Once the NYSESLAT testing schedule has been created/verified, parents are notified that their child will take the NYSESLAT in April/May in order to continue to monitor English language proficiency.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

NYC DOE offers ELLs TBE (Transitional Bilingual Education), Dual Language, and Freestanding ESL; however, based on CSE recommendations our school currently provides Freestanding ESL. During the initial CSE evaluation, the three program choices are explained to parents and are a consideration in forming the students' IEP. At this point, we do not have enough students to form a bilingual class in any particular language. We consistently examine our data regarding HLIS and IEPs to determine whether it is logistically possible to form a bilingual class.

In October, our parents are once again informed by the ESL teacher during school-wide parent orientation of the types of ESL Programs, as well as the three types of Freestanding ESL models: push-in, pull-out, and self-contained that are available for special

education students. Parents also receive informational brochures in their native language(s) to inform them of the various program choices. Translation services are provided by in-house staff/or a parent designated representative to inform parents of DOE program choices and the services that are offered at P4K. When the IEP recommendation is for bilingual instruction, the child receives a bilingual alternate placement paraprofessional and supporting materials. Parent notification letters are sent home in September/October in the students' home language advising the parents that the child is receiving ESL services and what the program entails. Copies of these entitlement and continued letters are kept in the students' binderfolios.

From September to June, the ESL teacher follows a timeline for parent involvement in order to make them aware of DOE ELL program choices through the following: administration of the HLIS in September and throughout the year for new entrants, parent orientation, which includes informational packets and parent surveys, continued entitlement letters, and NYSESLAT letters. Parents are also informed of ELL program choices at annual and triennial IEP meetings. All outreach information is distributed in various languages to assess/support the needs of the ELL families. The parents are advised each school year that their child will be receiving ESL services by a continued entitlement letter and these letters are distributed in the native language of the household.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

As per CR Part 154, during orientation meetings in October, the ESL teacher explains and distributes brochures and entitlement letters in the parents' native languages about the types of ELL programs that are offered. The parents fill-out an ELL program selection form that are stored in the ELL Compliance Binder. If the ELL parents do not attend the orientation meeting, the entitlement letters are sent home. Also, the ESL teacher fill-outs the ELPC and BEDC screens with the Pupil Personnel Services (PPS) secretary documenting the parents' program selection.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

According to CR Part 154, a bilingual program can be created if there are 15 students in a school who speak the language at the same grade level. At our school a bilingual class must be created in conjunction with the students' IEP ratios: 6:1:1, 8:1:1, 12:1:1, and 12:1:4 within three continuous grade levels. At the present time, P4K does not have enough students of the same grade level and native language to create a bilingual classroom in any of the four mentioned IEP ratios. Students with bilingual IEP mandates are currently served in their classroom with the aid of an alternate placement paraprofessional who is bilingual in English and the student's native language. The student also receives ESL services from our licensed ESL teacher.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

P4K administers the NYSESLAT to all ELLs in April and May. The ESL teacher works with the Test Administrator, Mr. Rivera, and Ms. Anselma Ferguson the ELL Supervisor to identify the test grade level of all ELLs that are alternate assessment and standardized. Mr. Rivera orders the tests and answer documents for the K-5 students. The ESL teacher is sent for training to administer and score the test. Then, the ESL teacher turnkey trains other pedagogues for administration and scoring. The ELL team then sets up and coordinates a test schedule for Speaking, Listening, Reading, and Writing. Other pedagogues are trained to assist with testing.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

Another methodology used in our ESL program is the Language Experience Approach (LEA) which brings together the combined abilities of the class in a literature based approach. Lucy Caulkins Story based grammar is also a tool utilized which tells a story that introduces grammar rules in a creative way. "Think-pair-share" is a strategy also used in cooperative learning which we

employ in our ESL program. The teacher poses a question. They pair, think, and explore answers and then share it with the class. When available, our ESL teacher sends home instructions for homework in the parent's native language as well as English in order to support the children's language acquisition at home. If a child's IEP requires bilingual instruction, a bilingual Alternate Placement Paraprofessional is provided for the student in all content areas.

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

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

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

After reviewing the ATS report 'RSFE', we have determined that there is one SIFE student identified in the P4K organization. For this SIFE student, we provide a buddy system and offer focused AIS services to this ELL. In order to support this subgroup academically in the content areas, we use multiple ESL strategies (TPR, LEA, and the Natural Approach) in conjunction with scaffolding (modeling, bridging, schema building, text re-representation, and metacognition) techniques. The Special Education classroom teachers of our ELLs infuse ESL strategies into their instruction through formal/informal collaborative support from our ESL teacher.

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

We have identified eleven ELLs who have been receiving services in the 4-6 years category. In order to support these students, we meet at monthly collaborative team teaching meeting as well as IEP meetings to discuss students' past and future goals. Progress is charted by data collection, monthly checklists and discussed with the team. SMART Goals are designed on meeting all content-areas of instruction with scaffolding. They will continue to receive their mandated CR Part 154 minutes for the K-8 level (360 minutes for Beginning and

Intermediate ELLs and 180 minutes of ESL/180 minutes of ELA for Advanced ELLs) from their fully certified ESL provider with a focus on the reading and writing modalities in order to continue the development of literacy and communication skills. Our ELL students will be provided with differentiated instruction in reading and writing using ESL strategies and methods, teacher adapted books (utilizing symbols and pictorial representation), Mayer-Johnson symbols, communication books, and AAC devices in order to make the English language more comprehensible. ESL strategies and methods include: the Learning Experience Approach, the Whole Language Approach, Total Physical Response, scaffolding, visual supports, and the use of graphic organizers. In addition, our ELLs who need an Extension of Services will receive small group targeted instruction for ELA and Math from their classroom teachers. AIS providers use teacher made materials created for the students' needs and differentiated instruction that is aligned with the school-wide curriculum. Other formats for providing differentiated instruction in ESL as well as our classrooms include: multisensory approaches to second language acquisition and integrating visual, auditory, and kinesthetic modalities into all lessons/unit plans. P4K also uses Get Ready to Learn for students in the 4-6 years subgroup. This program was developed to increase appropriate behaviors, enhancing students' ability to learn more effectively in daily 20-30 minute sessions.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

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

Social Studies:				
Math:				
Science:				

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

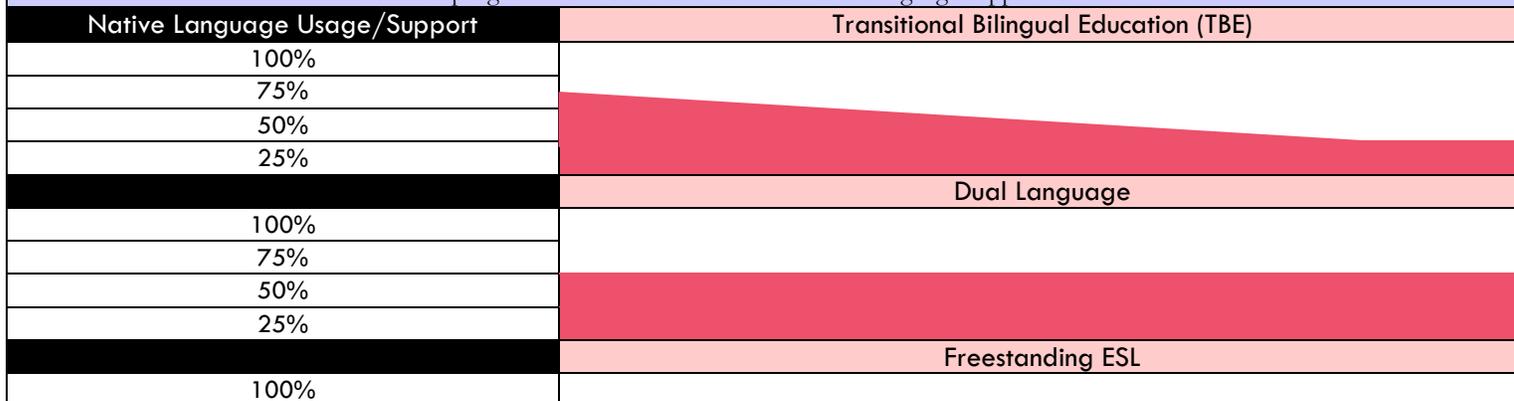
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All ELLs participate in our targeted intervention service programs. These programs are aligned with ESL and the Common Core Learning Standards. All targeted intervention and instruction is delivered in English. However, if the child is mandated for bilingual instruction, an alternate placement paraprofessional and bilingual dictionaries and materials are used for intervention.
- For ELA we use many programs for intervention. For the 6:1:1 and 12:1:1 populations: Let's Begin with the Letter People, The Land of the Letter People, (for all populations, but is adapted for 6:1:1 & 12:1:1 populations); other intervention programs include the following curricula: SMILE, a structured phonics-based program (provided on a daily basis for twenty minute sessions); Edmark Reading Program (provided for 2-3 times a week). For our Hearing Education Service (HES) population and our 12:1:1, we use: Words Their Way, a word study program (provided daily for 15-20 minutes); Quarterly Skill Set Spelling Test Program, as part of the Teacher's College Reading Program. For our 12:1:4 classes, we use: Get Ready to Learn, a program developed to increase appropriate behaviors, enhancing students' ability to learn more effectively. For all students we use: BoardMaker (a research-based program), and teacher made materials that are differentiated and scaffolded according to each students' learning style. We also include some learning strategies such as: graphic organizers, visual supports for all learners.
- For math, we use Everyday Math which is a research-based program. Everyday Mathematics is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.
- For Social Studies, we follow the NYCDOE Scope and Sequence and use: leveled books, multicultural material, big books that are adapted, graphic organizers, teacher-made materials, and center-based instruction in accordance with their IEP annual goals.
- For Science we use FOSS kits. FOSS is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California at Berkeley. The students use manipulatives for learning, interactive videos, and center-based learning stations with differentiated hands-on activities. Some supplemental books include Gail Gibbons books and Lakeshore books. Transitional services are offered to students who reach proficiency level as measured by the NYSESLAT. Two years of service is offered according to the student's needs. Former ELLs are permitted to have testing accommodations (extra time, separate setting, bilingual glossary) for up to two years after testing out of the NYSESLAT, according to the NY State Commissioner's Memo. Also, these students may receive AIS (academic intervention services), and some continued non-mandated ESL services according to their individual needs. Some strategies for transition include: adapting materials, modifying a lesson according to their IEP accommodations, using visual supports, and monitoring students' testing data.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- P4K is currently rated a proficient school under quality review. Also, P4K's S CEP goal was met in 2011-2012 for speaking and listening with an increase of 5%. The ESL teacher attends workshops on Performance Task design for ELLs and collaborates with ELLs' classroom teachers on the tasks for Math and ELA. In May 2012, two ELLs exited the ESL program with proficient scores. Our ESL teacher is on the Curriculum, Instruction and Assessment Committee (CIA) for P4K to ensure representation for ELL content and language development in the curriculum map. In the 2012-2013 school year, there was an increase of ELLs moving from beginner to intermediate on the May 2013 NYSESLAT this was an increase of 6.5% from the May 2012 NYSESLAT. Also, with the P4K ELL assessment in listening and speaking skills for 2013, there was a shift from 20% to 36% for the amount of ELLs moving from Level 1 to Level 2 in speaking; and a decrease of Level 1 ELLs for listening (it went from 37% to 30% at this level). Overall for listening, there was an increase of 4% of ELLs moving from Level 2 to Level 3.
11. What new programs or improvements will be considered for the upcoming school year?
- P4K was recently awarded a Title III Grant for a Saturday Literacy Program. This program was in place for the last three years, but will be revised with a new curriculum and accordance to the feedback from parent surveys from last year. We have added a CookShop component to introduce health and wellness. In addition, there was much success last year, and we hope to continue it the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- As of this date, P4K has not discontinued any of its ESL programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

P4K does not offer language electives to ELLs.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

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

Last year, we completed a program called "Parents As Arts Partners," (through the Center of Arts Education). It ran from April to June 2013, during the school day, once a week: its primary focus was to engage parents, teachers, and students in creating puppets, writing, watching a puppet show, a collaborative book, and acting out the story as a team. All of the projects were in line with the IEP goals of the PBIS Program (Positive Behavior Intervention Support): linking what is implemented in school and home. The Saturday Literacy and technology program also encourages parental involvement. The program, which ran last year for six weeks, was designed for ELL parents and children to develop literacy skills through the use of technology. In assessing the needs of the parents, we utilized a parent survey in the parents' home languages to determine the needs of the ELL families as we developed plans for the programs. Here are some sample questions from the survey:

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

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

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

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

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

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

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

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

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

During this workshop series, student IEP goals will be addressed during the implementation and delivery of instruction. Grouping and differentiation will be implemented, as learners will be placed accordingly to ability levels as well as communicative functioning levels. One-to-one instruction will also take place as necessary in designated areas. Student support staffing will remain

in line with IEP mandates. Children will be grouped accordingly in 6:1:1/12:1:4 ratios.

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

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

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

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

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

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

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

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

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

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

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

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

School Name: **P4K**

School DBN: **75004**

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75004 School Name: P4K

Cluster: _____ Network: 2

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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