

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P 53K
DBN (i.e. 01M001): 75K053
Principal: HEATHER LEYKAM
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Superintendent: GARY HECHT
Network Leader: KETLER LOUISSAINT

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Heather Leykam	*Principal or Designee	
Pierre Labissiere	*UFT Chapter Leader or Designee	
Tamika. Carter	*PA/PTA President or Designated Co-President	
Ana Alvarez	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	
Jessica Drobka	Member/ uft	
Denise Pilewski	Member/ uft	
Diana Castillo	Member/ uft	
Kenneth Smalls	Member/ parent	
Joann Joseph	Member/ parent	
Camille Saunder	Member/ parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, students will improve literacy proficiency evidenced by a 10 point increase over baseline for students in alternate assessment programs as measured by student growth from SANDI, when comparing baseline scores to those from the final administration.

Comprehensive Needs Assessment

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

This goal was established on the results from the 2013-14 school year: Last year's SANDI assessments showed that students participating in alternate assessment programs achieved the following scores on the following sub-tests:

- Reading: average score 166 out of a possible score of 436.
- Writing: average score 65 out of a possible score of 276
- Communication Development: average score 72 out of a possible score of 324

Instructional Strategies/Activities

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

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

1. Teacher led PLC's will meet twice weekly to support the rigor of student work and teaching strategies.
2. School based coach support (Elementary, Middle, High School) will be assigned as per an SBO vote.
3. Six half days of Professional Development aligned with new strategies for NYSAA will be provided.
4. School PLC teams will create school wide benchmarks based on 2014 SANDI results that will be administered after each unit of study.
5. The Teacher Weekly will be sent from Administration and will report to staff data captured on a bi monthly basis.
6. Culminating Demonstrations will be held at the end of each unit of study to verify student progress.
7. On going Teacher observations by Administration will be conducted to broaden and develop teaching strategies.
8. NYSAA teams will be developed to review data and align student work.
9. A School Coach will continue to develop school Professional learning Communities and continue to be develop staff instruction to provide greater opportunities for learning as well as problem solving techniques.
10. The UNIQUE curriculum, developed for students with challenges, will be re-purchased and implemented with 6:1:1/ 12:1:1 students to literacy skills. Attainment Curriculum's ELA and Literacy texts will be utilized to support students to focus on goal setting and problem solving techniques.
11. Celebrations of Culminating Tasks will be held in December, 2014 and May, 2015. Students across all ages will participate in community-based instruction with supervisory staff.
12. School-based "Work Teams" will be established to enhance skills for students with vocational interests in the fields of food service, custodial work, laundry service, laminating, culinary arts, and other areas.
13. Administrative team and job developer will meet regularly with teachers to track progress at work sites. Bi-monthly worksite assessment forms will be reviewed

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

1. School Coach
2. Assistant Principal
3. Cohort Teams
4. Instructional Lead Teachers
5. STIL Team
6. NYSAA coordinator

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

1. Administration will attend as many PLC meetings as possible.
2. Coaches will attend cabinet meetings and turnkey notes to teachers during PLCs.
3. Administration will review student benchmark data on a monthly basis.
4. Coaches will review NYSAA datasheets to inform instructional decisions from November to February.
5. Teaches will work in cohort teams, to develop unit plans that are connected to the Common Core Learning Standards and support the Citywide Instructional Expectations as well as student mastery of targeted IEP skills using a UDL Framework.

6. Observations will be recorded in Advance
7. Teachers will conduct scheduled collegial reviews.

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

1. **September:** Professional Development, Cohort Meetings
2. **October:** SANDI training, SANDI baseline complete
3. **November:** Performance series, Unit Benchmark assessments, Unit culminating activities, New York State Alternate Assessment (NYSAA)
4. **December:** Unit Benchmark assessments, Unit culminating activities, Formative Assessment of Standards Tasks
5. **January:** Unit Benchmark assessments, Unit culminating activities, Formative Assessment of Standards Tasks NYSAA Collegial Review, Performance Series
6. **February:** Unit Benchmark assessments, Unit culminating activities, Formative Assessment of Standards Tasks
7. **March:** Benchmark assessments complete, Predictive Testing, Scantron Testing, Unit culminating activities, Multimedia Fair
8. **April:** New York State ELA and math assessments,
9. **May:** Benchmark assessments complete, SANDI, Unit culminating activity

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

1. Common prep periods will be scheduled to accommodate meeting times.
2. School based coach support (Elementary, Middle, High School) will be assigned as per an SBO vote.
3. Administration, District 75 coaches and school-based coaches will be utilized to conduct PD's.
4. Common planning time will be scheduled on a weekly basis.
5. An IEP coordinator will be assigned through an SBO vote to assist staff.
6. NYSAA collegial review time will be provided.
7. SANDI will be administered for the 2014 – 2015 school year.
8. Teacher and student progress will be monitored through the ADVANCE system.

Strategies to Increase Parental Involvement

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

1. Communication notebooks will be sent home, daily, weekly and monthly when appropriate.
2. Parents will be provided with individual assessments ascertained from the monthly benchmarking.
3. Flexible meeting times and site locations for the School Leadership Team will be scheduled where information will be disseminated.
4. Targeted workshops will be developed to support the Parent Association.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, P53K will see a 15% reduction in the number of level 4, and 5 incidents through the implementation of a Positive Behavior Interventions and Supports framework at the middle and elementary school sites.

Comprehensive Needs Assessment

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

During recent years (2012-2013) P53K was identified as potentially persistently dangerous. Although the school was successfully removed, the overall number of incidents involving staff and student injury remained high. These incidents were all coded as level 4 or 5. A large percentage of these incidents come from the elementary site chosen for implementation (27%).

Instructional Strategies/Activities

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

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

2. Culminating Demonstrations will be held at the end of each unit of study to verify student progress.
3. On going Teacher observations by Administration will be conducted to broaden and develop teaching strategies.
4. NYSAA teams will be developed to review data and align student work.
5. A School Coach will continue to develop school Professional learning Communities and continue to be develop staff instruction to provide greater opportunities for learning as well as problem solving techniques.
6. The EQUALS curriculum and Attainment Math, will be developed for students with challenges, will be re-purchased and implemented with 6:1:1/ 12:1:1 students to literacy skills. PLC's will focus on goal setting and problem solving techniques.
7. Celebrations of Culminating Tasks will be held in December, 2014 and May, 2015. Students across all ages will participate in community-based instruction with supervisory staff.
8. School-based "Work Teams" will be established to enhance skills for students with vocational interests in the fields of food service, custodial work, laundry service, laminating, culinary arts, and other areas.
1. Administrative team and job developer will meet regularly with teachers to track progress at work sites. Bi-monthly worksite assessment forms will be reviewed
Maintain Middle school PBIS PLC
9. Maintain Organization PBIS Core Team
10. Create Elementary School PBIS PLC
11. Infuse PBIS information into paraprofessional meetings at both sites
12. Embed PBIS rollout in Unit 1 Expectations for Middle school Staff
13. Assign School Based Coach with Behavioral Expertise to Elementary Site
14. Request District Support in the form of a coach for Elementary School expansion
15. Conduct rollouts at both the middle and elementary school sites
16. Provide school based training in Therapeutic Crisis Intervention for Schools Core Curriculum and/or for Developmental Disabilities for at least 30 additional Staff members
17. Provide Training for all Administrators in Therapeutic Crisis Intervention Supervision and Post Crisis Response
18. Establish the position of behavior support coordinator
19. Plan for one booster session at the middle school site

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

1. Administration
2. School Based Coaches
3. District PBIS Coach Middle School Site Dean
4. Elementary and Middle School Site School Psychologists

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

1. Benchmarks of Quality Assessment for Tier 1 Supports
2. OORS data
3. NYC School Survey

- 4. Workshop evaluations/feedback
- 5. TCIS participant certification rates

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

- 1. Creation of PBIS PLC at Elementary Site: 9/12/14
- 2. Weekly meetings for PLCs at both the elementary and middle school sites from week of 9/15/14 to 6/8/14
- 3. Monthly meetings for Paraprofessionals related to PBIS starting 9/15/14
- 4. Kick off at Elementary School Site: 3/31/15
- 5. Booster session at Middle School Site by 1/31/15
- 6. School Based Therapeutic Crisis Intervention for Schools Core Curriculum Training: 1/31/15
- 7. School Based Therapeutic Crisis Intervention for Developmental Disabilities: 4/30/15

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

- 1. Common Administrative periods for all teachers will be provided at both the middle school and elementary site, that will be used for PBIS PLC meeting time.
- 2. Inclusion teachers will be used to cover breakfast period, allowing related service providers to also participate in PBIS PLCs.
- 3. The Middle school dean will become a school wide behavior support coordinator.
- 4. Two School Based Therapeutic Crisis Intervention for Schools Trainers will conduct school based trainings.
- 5. Money for Substitutes will be saved to pay for in house trainings.

Strategies to Increase Parental Involvement

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

A PBIS for Families Workshop at Middle school site throughout the year will be held (at least 4 total). Advise SLT about Advance and share it's positive impact on student outcomes.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, students will improve math proficiency evidenced by a 10 point increase over baseline for students in alternate assessment programs as measured by student growth from SANDI, when comparing baseline scores to those from the final administration.

Comprehensive Needs Assessment

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

This goal was established on the results from the 2013-14 school year: Last year's SANDI assessments showed that students participating in alternate assessment programs achieved the following scores on the following sub-tests

- Operations: average score 140 out of a possible score of 436.
- Algebra: average score 65 out of a possible score of 276
- Measurement and Data: average score 44 out of a possible score of 324

Instructional Strategies/Activities

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

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

School will use Equals: a researched based multisensory structure to develop math strategies and pre readiness math skills which go from the concrete to the abstract.

- PLC teams lead by School Based Coaches
- District Support
- Ablenet webinars

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

1. Teacher led PLC's will meet twice weekly to support the rigor of student work and teaching strategies.
2. Three school based coaches will be hired.
3. Six half days of Professional Development aligned with new strategies for NYSAA will be provided.
4. School wide benchmarks based on 2013 SANDI results will be created.
5. The Teacher Weekly will be sent from Administration and will report to staff data captured on a bi monthly basis.
6. On going Teacher observations by Administration will be conducted to broaden and develop teaching strategies.
7. NYSAA teams will be developed to review data and align student work.

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

1. Administration will attend as many PLC meetings as possible to review student progress with teachers.
2. Coaches will attend cabinet meetings and turnkey notes to teachers during weekly PLCs regarding student benchmark data.
3. Administration will review student benchmark data monthly.
4. Coaches will review NYSAA datasheets from November to February.
5. Working in cohort teams, teachers will develop unit plans that are connected to the Common Core Learning Standards and support the Citywide Instructional Expectations as well as student mastery of targeted IEP skills using a UDL Framework.
6. Observations will be recorded in Advance specifically looking at planning and preparation surrounding student progress.

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

Friday, October 24, 2014	Initial Planning Conferences to be completed
Friday, November 7, 2014	Round #1 Observations To Be Completed
Friday, December 19, 2014	Round #2 Observations To Be Completed
Friday, February 6, 2015	Round #3 observations To Be Completed
Friday, March 20, 2015	Round #4 Observations To Be Completed

Friday, April 24, 2015	End of Year Conferences begin
Friday, May 1, 2015	Round #5 Observations To Be Completed
Friday June 5, 2015	Round #6 Observations To Be Completed
Friday June 19, 2015	End of Year Conferences To Be Completed

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

1. Teacher prep periods,
2. Prep periods, internal PD's, external PD's
3. Scheduling will include common prep time for ADVANCE conferencing, UFT will conduct an SBO vote for modified school day
4. Regular and ongoing administrative meeting to review teacher effectiveness

Strategies to Increase Parental Involvement

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

1. Communication notebooks will be sent home, daily, weekly and monthly when appropriate.
2. Parents will be provided with individual assessments ascertained from the monthly benchmarking.
3. Flexible meeting times and site locations for the School Leadership Team will be scheduled where information will be disseminated.
4. Targeted workshops will be developed to support the Parent Association.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, all students aged 14-21 will participate in age and cognitively appropriate vocational instruction, as evidenced by a 10 point increase as measured by their SANDI Vocational component.

Comprehensive Needs Assessment

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

Vocational Level 1 Student Assessment showed the need for additional vocational opportunities to enhance student success.

Vocational Level 1 Parent Assessment identified that parents would like their young adults to have more opportunities for community based instruction and experiences

Analysis of 2013 – 2014 student outcomes indicated need for expansion of high school based vocational opportunities and development of vocational skills.

Learning Environment Surveys indicate that students and parents are interested in expanded vocational experiences

Instructional Strategies/Activities

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

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

1. A Job developer will continue to develop school and community based work opportunities and continue to be developed to provide greater opportunities for work experiences.
2. The UNIQUE curriculum, developed for students with challenges, will be re-purchased and implemented with 6:1:1/ 12:1:1 students to enhance vocational skills. Attainment Curriculum's Vocational extension will be utilized to support students to focus on goal setting in career exploration, and will be utilized to successfully implement Service Learning Projects.
3. Celebrations of service learning projects will be held in December, 2014 and May, 2015. Students ages 17 and 18 will participate in community-based instruction with supervisory staff.
4. School-based "Work Teams" will be established to enhance skills for students with vocational interests in the fields of food service, custodial work, laundry service, laminating, culinary arts, and other areas.
5. The SANDI assessment will be used by all high school students to develop baseline vocational goals, and progress will be monitored in February and June.
6. Bulletin Boards will be regularly updated to inform and inspire younger students about the opportunities available in work based learning programs.
7. Administrative team and job developer will meet regularly with teachers to track progress at work sites. Bi-monthly worksite assessment forms will be reviewed.
8. VTEA money will be used to enhance food cart and card store.
9. IEP goals will be monitored on IEP tracking forms on SESIS.

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

1. Transition Coordinator
2. UNIQUE curriculum
3. School based coach
4. Teachers/ paraprofessionals
5. SANDI assessment
6. VTEA/ TOP
7. Administrative team
8. Transition teachers
9. Job Coach

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

1. Work opportunities afforded to students will be reviewed on a monthly basis.
2. UNIQUE curriculum assessments will be used to evaluate progress.
3. Monthly benchmarking progress will be monitored.
4. Checklists report cards, IEP goal reports and presentations will be used to evaluate progress of Service Learning Projects and community based instruction.
5. Checklists report cards and IEP goal reports will be used to evaluate progress.
6. Final projects of the first semester of the program will be evaluated to monitor the effectiveness of the program in November before renewal of the project.
7. SANDI assessment data will be evaluated in Fall and Spring.
8. Bulletin Boards will be monitored monthly by Administration.

9. Worksite evaluations will be used to evaluate the value of stipend motivation.

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

1. **September:** Professional Development, Cohort Meetings
2. **October:** SANDI training, SANDI baseline complete
3. **November:** Performance series, Unit Benchmark assessments, Unit culminating activities, New York State Alternate Assessment (NYSAA)
4. **December:** Unit Benchmark assessments, Unit culminating activities, Formative Assessment of Standards Tasks
5. **January:** Unit Benchmark assessments, Unit culminating activities, Formative Assessment of Standards Tasks NYSAA Collegial Review, Performance Series
6. **February:** Unit Benchmark assessments, Unit culminating activities, Formative Assessment of Standards Tasks
7. **March:** Benchmark assessments complete, Predictive Testing, Scantron Testing, Unit culminating activities, Multimedia Fair
8. **April:** New York State ELA and math assessments,
9. **May:** Benchmark assessments complete, SANDI, Unit culminating activity

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

1. A Job developer position will be utilized to develop worksites.
2. UNIQUE curriculum will be purchased.
3. Attainment curriculum's Vocational component will be purchased.
4. Community linkages will be used to develop worksites and service-learning projects.
5. Scheduling developed will allow work teams to function effectively. Skills of staff will be utilized to enhance projects.
6. SANDI assessment will be purchased.
7. Prep time will be given to teachers to allow for the completion of bulletin boards.
8. Time in scheduling will be planned to allow for Administrative and Job developers meetings.
9. Administrative meetings and teacher observation schedules will allow for the review of tracking forms.
10. Time allotments for the completion of Vocational Level I assessments will be included in scheduling.
11. Monthly time provided for teachers meetings will be included in scheduling.

Strategies to Increase Parental Involvement

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

Weekly progress reports highlighting student achievement will be sent home when necessary.

Parents will be provided with individual assessments on a quarterly basis along with other pertinent school information.

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

By June 2015, the school will improve targeted communication efforts with parents by providing ongoing opportunities for parents to witness the integration of the Common Core Learning Standards as infused within instruction and curriculum designed for Alternative Assessment Students, as evidenced by at least 10% attendance of parents at Culminating Demonstrations at the end of each unit of study.

Comprehensive Needs Assessment

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

Both during the school's last quality review and on the NYC School Survey parents stated the need to know more about their children's participation in academics driven by Common Core Learning Standards. Additionally, communication with parents related to their academic needs and development was cited as a relative weakness of P53K during our 2013-2014 Quality Review.

Instructional Strategies/Activities

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

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

1. Translation services of all presented materials into Spanish and Mandarin
2. Use of Multi-Media presentations
3. Collaboration between Teachers, parent coordinator, transition coordinator, and school based coaches
4. AM and PM sessions

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

1. Parent Coordinator: Outreach for parent attendance and support at workshops
2. School Psychologists: Outreach for parent attendance and support at workshops
3. School Based Coaches and lead teachers: Delivery of workshops
4. Transition Coordinator: Outreach for parent attendance and delivery of workshops

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

1. Parent response to NYC School Survey about Instructional Core
2. Workshop evaluation forms

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

1. Workshops related to Common Core Learning Standards, School Curriculum, and Alternative Assessment Learners will be conducted at six week intervals that coincide with each unit of study for the 2014-2015 school year. Dates include: 10/2/14, 12/4/14, 1/8/15, 2/5/15, 3/5/15 and 5/7/15. Both PM and AM sessions will be offered on each day. One session will be offered at each of our 6 sites.

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

1. The Parent coordinator will be utilized to arrange the pick up of food from Rock and Wrap It Up for use at Parent outreach events.
2. Common administrative periods for coaches will be used to work with teachers to develop content for workshop presentations.

Strategies to Increase Parental Involvement

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

Letters will be sent home to all parents. Phone outreach by the Parent Coordinator, School Psychologist, Transition coordinator and Teachers will be conducted.

Budget and Resource Alignment

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

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

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Unique, Scantron, Ready Gen, SMILE, Brainpop/Brainpop Jr., IXL, Classroom Suite, Vizzle, Proloquego2, News To You, CDOS, Attainment	Small group and 1:1 instruction	Provided during the school day
Mathematics	Unique, Equals, Equals Pre-Algebra and Geometry, Brainpop/Brainpop Jr., CDOS, Attainment, Toon Boom, ST Math	Provided during the school day and through after school programming	Provided during the school day and through after school programming
Science	STEM, HIV/ AIDS Curriculum, Health/ Sex Ed Curriculum, Unique, Uncle Mike's Pizzeria, Health Advocacy Program, Grow To Learn and Sustainability	Small group and 1:1 instruction	Provided during the school day
Social Studies	Attainment, District 75 adapted 2014-2015 Social Studies scope and sequence, CDOS/ ADL, Unique	Small group and 1:1 instruction	Provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS, Intensive Counseling/ Guidance, TCI, BIP	Small group and 1:1 instruction	Provided during the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will all members of the school community;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Brooklyn	School Number 053
School Name		

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 Heather Leykam	Assistant Principal Amy Blutstein
Coach	Coach
ESL Teacher Kathy Goetemann	Guidance Counselor
Teacher/Subject Area Angel Lopez/transition coordin	Parent Tameka Carter
Teacher/Subject Area	Parent Coordinator Maria Velasquez
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	407	Total number of ELLs	87	ELLs as share of total student population (%)	21.38%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	87	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	87
SIFE	9	ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	40

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			18		5	24		2	38	0

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	0	0	18	0	5	24	0	2	38	0
Number of ELLs who have an alternate placement paraprofessional: <u>14</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		2	1	1	1	5	11	5	6	5	4	12	54
Chinese	1			1	3		2	1	3	4			2	17
Russian					2									2
Bengali												1		1
Urdu								3						3
Arabic							1							1
Haitian											1		2	3
French														0
Korean														0
Punjabi										1				1
Polish									1					1
Albanian														0
Other	1				1			1					1	4
TOTAL	3	0	2	2	7	1	8	16	9	11	6	5	17	87

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)	2	3	2	6	2	7	16	8	9	6	5	2	16	84
Intermediate(I)				1			1							2
Advanced (A)						1								1
Total	2	3	2	7	2	8	17	8	9	6	5	2	16	87

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					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)		2		19	

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)			1		2			18	

NYS Science

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

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

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.
 Early literacy skills are assessed using different tools depending on the disability and cognitive level of our special needs students. ECLAS is administered to our standardized assessment students. Scantron is used for those students who have been assessed to read at a second grade reading level or higher. The Unique Curriculum has been adopted so students are now being assessed using the

Benchmark assessments from this program. WRAP (Writing and Reading Assessment Profile) is used by the ESL teacher. It includes running records, retelling and comprehension prompts and word checklists to determine reading level. All enrollees who are new to the New York City Board of Ed, which includes many Kindergarten students, are administered the LAB-R depending on the results on the home language survey. This is used for program and class placement purposes. The SANDI (Student Annual Needs Determination Inventory) is the assessment tool used for our alternate assessment students. Instruction is differentiated among our special needs student population depending on disability and the results of these assessments, which are then aligned to the IEP goals. Data from the Achieve 3000 and SANDI is measured to determine which specific skills need to be improved upon throughout the grades and teachers then adjust their lessons and instruction accordingly. Targeted literacy skills for the year are writing a five sentence persuasive essay, fact and opinion and listening to a current event story and answering ten factual and inferential questions.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
There were two(2) students who scored at the advanced or intermediate level on the 2013 NYSESLAT, showing improvement in all modalities. Most of our special education students score at the beginning level on standardized tests due to cognitive delays and physical disabilities. The scores on the LAB-R and NYSESLAT do not adequately reflect students' progress because it measures progress according to the grade level of general education students and all except two (2) of our students are alternate assesment. SANDI, NYSAA and student work portfolios and other informal assessments provide a more accurate measure of English language proficiency.
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 [AMAQ tool](#))

Patterns across modalities indicate that our students fare better on the listening and speaking portions of the test. However this year scores were not available by modality because the RMNR report was not in ATS. According to other data and scores from previous years this has been the case. Reading and Writing continue to pose more difficulty for our SWD ELLs. More than half of our students were unable to respond or complete the test due to their disability. The results of the NYSESLAT indicate that our special needs students have extreme difficulty with the format and content of the test. For those standardized students who took the test, emphasis will be placed on writing. Both students scored higher on the reading, speaking, and listening sections. IEP goals will reflect this on their IEP. Students will increase the time spent on writing during the ESL sessions. Students will focus on staying on topic, organizing an essay and writing longer and more descriptive detailed sentences.

It is a goal of our program to show annual increases in the number of students making progress in learning English (AMAQ 1). Annual progress is measured by the NYSAA. The scores continue to show our ELL students are making gains across the content areas assessed including ELA, math and science.

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?

ELLs have demonstrated improvement on other assessments including the Scantron and NYSAA as well as other diagnostic tools that teachers utilize, i.e: running records, vocabulary and comprehension skills checklists. English Language Learners (ELLs) consistently scored at level 4 on all sections of the New York State Alternate Assessments (NYSAA) including: ELA, Math, Social Studies and Science in all grades.

The Periodic Assessment has been used in the past and teachers and school leadership use the results to determine what test taking strategies and skills need to be addressed in order to give standardized students more confidence and success on the NYSESLAT.

Spanish students are assessed in their native language using the Spanish LAB at the time of enrollment if they don't pass the English LAB-R. Many of our Special Education ELL students with cognitive delays do not score any higher on the Spanish LAB than they do on the English LAB-R depending on their cognitive level. One particular student scored dramatically higher on the Spanish LAB and it was determined that that student would benefit from placement in a community school. Students designated as bilingual but are not in a bilingual class are assigned an alternate placement paraprofessional who provides native language support in the classroom. Native language materials are provided for our Spanish students. Spanish students receive Spanish language support in the ESL sessions and work cooperatively with other Spanish speaking students. The proficiency levels are mixed so that a beginning level student benefits from working with a more advanced student. Students are allowed to write in their native language in class with the support of the bilingual paraprofessional if deemed appropriate in certain content lessons. During ESL instruction they are only allowed to write in English.

Students who are non-verbal communicate with augmentative devices and if required these tools can be programmed in the student's native language for assessment and instructional purposes. The teacher and paraprofessional will evaluate the status of the programmed

devices and if need be, make any modifications to support and increase English language acquisition.

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](#).)

Data from various assessments including NYSAA, SANDI, Achieve 3000 and Scantron is gathered. During inquiry team meetings teachers determine what skills need to be addressed. For example it was determined that areas of focus in all classes this year include comprehension, fact and opinion, inferencing and writing a five sentence persuasive essay. The instruction is differentiated depending on the level of the student. For example students may dictate the persuasive essay if they can not write it independently. These skills are then integrated into the students' IEP goals for the year. Students are assessed using a teacher checklist every 3 months.

A curriculum then is developed which allows ELL students to participate fully in the core instruction while targeting these skills. ELL students are given extra attention and scaffolds to aid them if needed. Small group instruction or intensive individualized instruction as indicated in the RtI framework, are utilized during ESL sessions or in the classroom setting with the alternate placement paraprofessional who speaks the student's native language. Reading and writing is taught in all content area instruction and ELL students' prior knowledge and background is considered when designing curriculum also as indicated in the RtI framework. ELLs engage in classroom discussions and sharing with other classmates during cooperative groupwork in order to further develop their English speaking and listening skills. This is a key component in the RtI guide to instruction

As part of the Unique curriculum, which was adapted two years ago, benchmark assessments are another tool used to gather baseline data and monitor progress in reading, writing and math. Checkpoints provide pre and post assessment measures on content and skills for each monthly unit. Core rubrics address transition readiness skills.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Students' English proficiency is considered when grouping students in ESL sessions and classrooms. Students at the beginning level of English proficiency are given more native language support and have a paraprofessional to assist them in the classroom. Instruction is differentiated during classroom and ESL instruction to allow for the beginning, intermediate or advanced student to readily access content material and vocabulary. More scaffolding and supports are evident for the beginning level student where an advanced level student in the same class may not need the same amount of support. The same lesson and content material is addressed but differentiated for each student in the class or ESL group.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

We do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Scores on various formal and informal assessments including NYSAA, Scanton, Unique benchmarks, WRAP, as well as positive feedback from teachers and parents reflect the success of the ESL program. NYSAA as compared to the NYSESLAT is a better reflection of the actual gains our special needs ELL students have made as it is designed for cognitively impaired students. ELL students consistently score 4s on the ELA portion of the assessment. Additionally, the after school ESL program has been highly successful as evidenced by increased student participation and self confidence in classroom activities. Parents who attend the final performance and view the students' projects are impressed at the progress and effort their children put forth. Informal assessments administered to the 12:1:1 students by the ESL teacher showed progress in decoding skills, sight word recognition, reading comprehension and writing short paragraphs. The 12:1:4 students have shown improvement in recognizing pictures, following directions and identifying simple CVC words.

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](#).)

P53K has established an instructional program that addresses the academic, language, and physical needs of English Language Learners (ELLs) with disabilities in grades K – 12. There are 407 students, of which eighty-seven (87) are English Language Learners. Of these seventy three (87), twenty six (26) are recommended for bilingual services, thirty (30) are recommended for ESL services and thirty one (31) are formerly known as X-coded and are still considered ELLs and served as per the IEP at the same time that they receive ESL from a licensed ESL teacher. All of the twenty six (26) designated for bilingual services are in the alternate placement program. The student-to-staff ratio for students receiving ESL services is as follows: nineteen (19) are in 12:1:4 classes, sixteen (16) are in 12:1:1 classes and sixteen (16) are in 6:1:1 Or 8:1:1 classes and five (5) are in an inclusion class and thirty one (31) are former ELLs. The ELLs make up about 21% of the total student population.

Students receive ESL instruction either in a push-in or pull-out model from one of the two certified English as a Second Language (ESL) teachers, Kathy Goetemann or Daniel Rodriguez. There is one special education teacher with a bilingual extension. His name is Angel Lopez. Students whose IEP recommends bilingual services but for whom no bilingual class is available receive support in their native language from an alternate placement paraprofessional in accordance with CR Part 154 mandates at the same time that they receive ESL from a licensed ESL teacher. Instruction is driven by the ESL standards, (CCLS) Common Core Learning Standards and Alternate Grade Level Indicators (AGLIs) for students in alternate assessment. The NYSESLAT is administered every year to all students regardless of their disability.

Students who are first attending a New York City school are designated as English Language Learners according to the HLIS (home language identification survey) and results of the LAB-R test. The LAB-R is administered by one of our aforementioned trained ESL teachers within ten (10) days of student's enrollment date. It is hand scored than sent to the ISC. If the student speaks Spanish the Spanish LAB is administered if the student did not pass the English LAB-R. Most of our special needs alternate assessment students have difficulty completing standardized tests therefore an attempt is made to administer the LAB-R, however if the student is unable to respond due to her or his disability than it is up to the CSE team to determine eligibility of ESL or bilingual services based on the initial interview and home language survey, both of which are administered in the native language if needed. If the home language survey indicates the student's dominant language is one other than English and the student is not able to take the LAB-R than that student is placed in a bilingual or ESL program.

The following staff members, all of which hold a valid NYC teaching license, support the ESL teachers in the intake process: Sulma Alvarado (Spanish), Eugene Coco, and/or Unit Coordinators: Diana Castillo (Spanish), Sarah Mejia (Spanish), Denise Pilewski, Pam Clayton, Chris Farley and Vicky Lyons. Translation services are always available if needed. The HLIS is completed with the help of the ESL teachers if she or he is available or one of the persons listed above.

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.

Parent outreach to parents of ELLs is provided by the parent coordinator Maria Velazquez, Kathy Goetemann and Daniel Rodriguez, the ESL teachers and Mr. Angel Lopez, the transition teacher, who also provide oral and written translation services. A parent orientation meeting is conducted at the beginning of each school year by the parent coordinator and includes pertinent information regarding English Language Learners. The ESL teacher(s) attends the orientation meeting and explains specifics of the ESL program including instructional goals, assessments and the Title III after school program. All material is disseminated in the parents' native language through a staff member or through the Department of Education Translation Unit at least ten days prior to an IEP meeting or other school event or conference. We have staff available to translate in the following languages: Chinese, Arabic, Spanish, Haitian Creole, French, and Russian. Parents are informed of the three programs offered through the New York Board of Education as well as what program the school is currently able to offer. P53K is district 75 school and as per current CSE recommendations, Freestanding ESL if the only program offered at this time. Presently there is no transitional bilingual self contained class as there are not enough bilingual students who speak the same language and have the same IEP designation to make one. Data is reviewed regularly to determine if there is a need to open a bilingual class.

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

P53K is a district 75 school and does not distribute program selection forms. As stated earlier Freestanding ESL is the only

program offered at this time as per CSE recommendations.

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.

Our special needs ELL students are placed either in an ESL program or alternate placement bilingual program. As explained earlier there is no transitional bilingual class at this time. Placement into either program is determined at the CSE level during the initial intake procedure. In the case of a student who is non-verbal, a parent interview is conducted and a decision is made in conjunction with the parents. The parent interview is conducted by someone who speaks the parents' native language. IEP, ATS and SESIS are consulted to determine eligibility and placement of students who are list noticed from another NYC public school.

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.

The New York State English as a Second Language Achievement Test is given annually to all ELLs regardless of disability or proficiency level by the ESL teachers Kathy Goetemann and Danny Rodriguez. Eligibility is determined by consulting ATS reports: RLAT, RLER- LAT/LAB, RNMR, and RMSR and consulting with the ESL teachers to determine that all students who are currently receiving services and those eligible students are tested. All components of the NYSESLAT test including, speaking, reading, writing and listening are administered. Assurance that all eligible students complete each section is closely monitored and checked. Students complete each section of the test on a different day to ensure that students are given enough time. If a student is absent during one section of the test then every effort is made to provide a make-up session. The test assists the ESL teachers in identifying the progress and proficiency levels of all ELLs and determining if changes need to be made in their program or placement.

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*

The intake process for new students takes place at the CSE level. The school uses trends in parent requests to plan for future program availability. Presently there is no transitional bilingual self contained class as there are not enough bilingual students who speak the same language and have the same IEP designation to make one. Data is reviewed regularly to determine if there is a need to open a bilingual class.

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])?

ELL students are designated 12:1:1, 12:1:4, 8:1:1, 6:1:1 according to the IEP recommendations. Students with similar language needs and same IEP designation are placed in the same class. The proficiency levels are mixed within the classes. Students are pulled out of their class for the ESL session or the ESL teacher pushes in and delivers instruction in collaboration with the classroom teacher. The pull out ESL groups are grouped according to academic and proficiency level. The groups are within three contiguous grade levels. The languages of the groups are mixed. When a group of ESL students are clustered within one class the ESL teacher pushes in. These groups are more heterogeneous with a mix of proficiency levels and languages.

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)?

All of our special needs ELLs in the bilingual alternate placement program and those designated as ESL receive the required weekly minutes of ESL from a certified ESL teacher in either a push-in or pull-out model as per CR Part 154. Beginning level high school students receive 540 minutes a week and intermediate high school level students receive 360 minutes a week when possible. Elementary and middle school students receive 360 minutes for students at the beginning and intermediate levels of proficiency. Students at the advanced level of proficiency receive the required 1 unit of ELA and ESL. Instruction follows the New York State ESL Standards, Common Core Standards and Alternate Grade Level Indicators (AGLIs). ELL special needs students are designated 12:1:1, 12:1:4, 8:1:1, 6:1:1 or inclusion according to the IEP recommendations. Students designated as bilingual receive an alternate placement paraprofessional who travels with them to their departmentalized classes and assists them in their native language throughout the day. ELA instruction is delivered as part of the regular classroom schedule. There is no bilingual class at this time.

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.

In the ESL program content area instruction including science, social studies and math is adapted to make content comprehensible to non-verbal alternate assessment special needs students in our 6:1:1 and 12:1:4 groups by utilizing augmentative communication devices and various types of multisensory materials including: Mayor Johnson picture symbols, the bookworm device and adapted books. ESL teachers use a combination of strategies to deliver instruction to these non-verbal students. TPR (Total Physical Response) is especially effective for this group of students; (students are asked to pass the ball to another student, pick up the pencil, walk to the door, etc). Music, chants, and dance are all especially engaging for these students. All content areas are covered in the ESL program and using dance to demonstrate the different types of weather or singing a song like the number rock serve as excellent tools to teach math and science as well as reading skills covered in the Common Core Learning Standards.

Strategies used to deliver instruction to higher functioning 12:1:1 students include Cognitive Academic Language Learning Approach (CALLA), the Language Experience Approach (LEA) and scaffolding (i.e. graphic organizers, word banks, and story maps). For example a social studies lesson would be introduced by activating students' prior knowledge on the topic by completion of a "KWL" chart, then students preview the text and notice photos as well as captions; students scan the text to identify the main ideas and gather information. Next, students would identify the new words in the text and use context clues to try to infer the meaning. Then students take notes on a semantic map or T list to recall material read. All these scaffolds serve to assist ESL students in comprehending content area text and learn the skills covered in the Common Core Learning Standards. Phonics, cooperative learning, and balanced literacy are also incorporated into ESL instruction for these 12:1:1 students.

Instruction is differentiated to accommodate the different learning styles (visual, kinesthetic, and auditory), age and proficiency levels in all groups. A leveled library that contains many multicultural and Spanish books with many visuals enhance the ESL program. Hands on manipulatives and realia are used in content area lessons to increase student engagement and augment ESL lessons for all students. Science experiments, community walks and field trips to museums are examples of experiences that increase language acquisition in the content areas of science and social studies. Tactile and sensory objects as well as games, reading rods, theme boxes, science kits, computers and smartboard are also used. Photos, posters and magazines provide

visual stimulation and aid comprehension across all content areas.

All instruction is delivered in English with native language support provided by an alternate placement paraprofessional. The ESL teachers provide added support and scaffolding to the content area instruction and thematic units that are occurring in the classroom. The ESL standards of speaking, listening, reading and writing in English and CCLS(Common Core Learning Standards)are all addressed through content area instruction. Native language support is provided in the ESL program by peer tutors. Students within the ESL group work cooperatively. A more proficient student may be teamed with one who is less proficient to provide added English and native language support. All content area classes are taught in English.

Cooperative learning, thematic instruction, multisensory and multimedia materials also enhance the ESL program. The Arts are incorporated throughout the content areas. ELLs are involved in all school projects like our annual multimedia fair and talent show. Theme related activities combine content area instruction with literacy, technology, and oral-visual self-expression. This supports and addresses English language acquisition through speaking, listening, reading, and writing.

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

An accurate reflection of students' native language proficiency can be gained from the results of informal assessments administered in collaboration with the alternate placement paraprofessional. These include writing samples, word checklists, and accuracy in reading native language material in different content areas.

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

The four modalities, speaking, listening, writing and reading are incorporated into each ESL lesson and students are assessed daily on each. The ESL teacher keeps a portfolio on each ELL student with writing samples and checklists which document students progress in all four modalities. Higher level questioning is posed to each student during each lesson to assess students listening and speaking skills. Reading skills are evaluated daily during the guided and shared reading activities. Writing skills are evaluated daily during the reading response and writing activities that are assigned with each lesson. Weekly assessments are given to assess content and vocabulary learned on the unit that week. The W.R.A.P. assessment is used by the ESL teacher every three months which assesses writing, reading comprehension, sight word recognition, and phonics.

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).

We provide the following interventions for SIFE students along with mandated ESL services: peer tutoring, a strong parent school connection and a culturally rich school environment. Reading recovery, Open Court, and the Wright Skills Phonics and Reading Program are used to increase decoding and comprehension skills.

Services that are available to newcomers include tutoring buddies and the development of initial literacy in native language that utilizes consistent ESL interventions and strategies. To make newcomers feel supported and comfortable, lessons related to their native culture are taught. Topics include the following: literature, food, music and customs of the various countries represented in the school.

ELLs who are receiving 4-6 years of service continue to get the mandated amount of minutes of ESL with an alternate placement paraprofessional. Students are taught thematically and lessons complement the classroom content instruction. Math, science, social studies and literature are all used to access the ESL State Standards of speaking, listening, reading and writing in English. These subjects are taught through thematic units and content is contextualized to make it easily accessible to the ELL student by creating units that relate to their life experiences. Lessons are differentiated and students are placed with peers close to their age or grade level. Vocabulary, phonics, comprehension and writing skills are emphasized and students are assessed weekly on content and vocabulary learned. Books and materials are adapted to meet the needs of special needs students. The use of communication boards and devices are also available for these students. Computer software is used to supplement content learning. Games and science experiments are utilized to provide hands-on learning for kinesthetic learners. Music, poems and chants are engaging ways to teach phonics, math, social studies and science. They are also used to provide enrichment for the kinesthetic and auditory ELL learners.

Long term ELLs continue in the program until they pass the NYSESLAT. Interventions for long term ELLs include the following: peer tutoring, collaborative lessons between the ESL and classroom teacher, intensive phonics, comprehension and literacy skills instruction. Content area instruction is taught using sheltered instruction and scaffolding techniques with visuals and realia incorporated into all lessons. Adaptive communication devices, communication books, bookworm, adapted books, and picture symbols are accessible to our special needs

non-verbal students. Also essential are multisensory materials and computer software, which increases student engagement during the instructional process. Students are assessed regularly using the SANDI (Student Annual Needs Determination Inventory), Scantron and teacher made assessments. Data gleaned from these assessment tools assist teachers in appropriate grouping for differentiated instructional lessons. Extremely important for our ELL student is to provide supportive, multicultural experiences that promote a positive and nurturing learning environment.

Former ELLs continue to receive additional ESL support for one year to allow for a smooth transition in the ELA program. Progress is monitored informally by reviewing student work including writing samples, unit tests, comprehension and vocabulary word checklists and formal assessments like the NYSAA.

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?

Instructional strategies for ELLs with special needs are all those aforementioned, as all our students in P53K are special needs students. Grade level materials are adapted to meet the needs of students whose cognitive development is below that of their typically developing peers. The Unique and S.M.I.L.E (Structured Methods in Language Education) curriculum are both especially designed for students with special needs including our ELLs. Both offer a multisensory approach to learning language. Material addresses grade level skills and standards in such a way as to make it accessible to students who function below their age appropriate grade level. All lessons are leveled and differentiated to accommodate the different learning styles and cognitive abilities. Strategies incorporated into these programs include movement, chanting, and TPR. Color and pictures reinforce sound letter and phonemic awareness. TEACCH(Treatment and Education of Autistic and Communication Related Handicapped Children), JARS(Joint Action Routines) and the "Give Me Twenty" programs are all incorporated in the 12:1:4 and 6:1:1 classrooms. All these programs provide a structured classroom environment which emphasizes routine and repetition. Research has shown that autistic children respond positively to this type of setting allowing learning to occur.

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?

All students in P53K are special needs students so the environment is more restrictive than that of the special needs students in the community schools. However some of our students are housed within sites located in community schools. These students have the opportunity to participate in school wide events with their general education counterparts. Some of our more independent students are placed in inclusion classes with general education students for most of the day. Students from the community school often serve as reading buddies and "helpers" during assigned periods of the day in some of our elementary classes. Both our special needs students and the general education students seem to greatly benefit from their interactions with one another.

Courses Taught in Languages Other than English

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

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

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

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

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

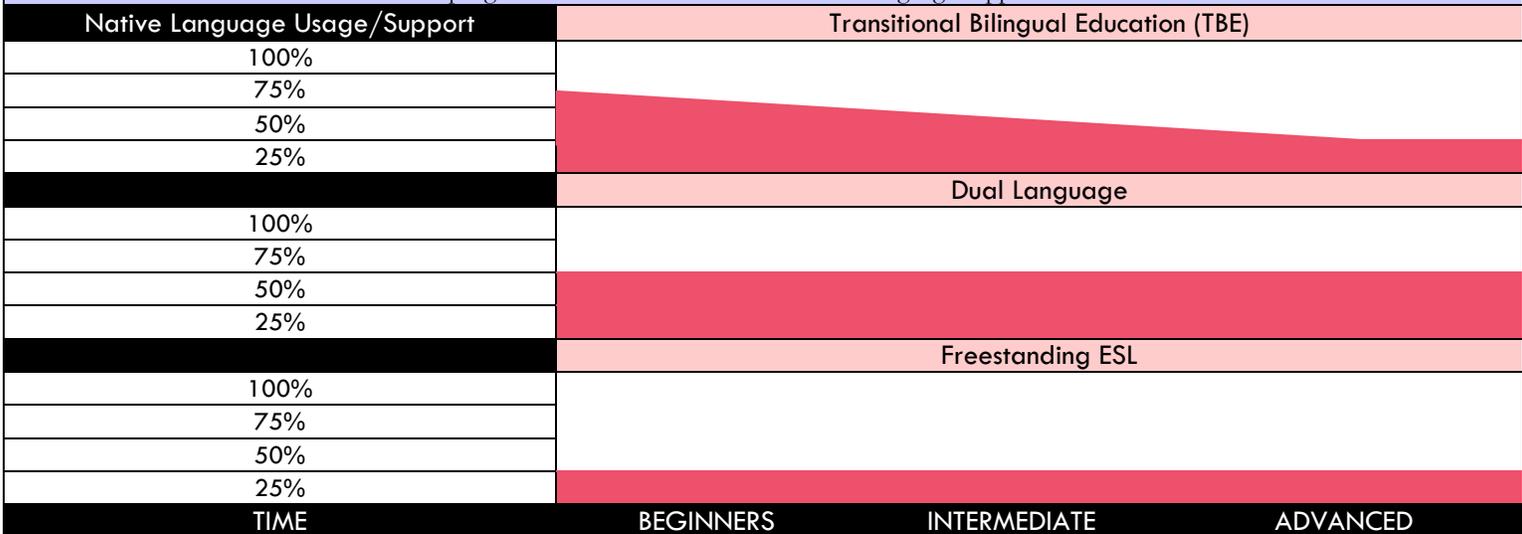
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
- In ELA, we utilize the following interventions: The Unique Curriculum, Open Court Phonics Program, Wright Skills Reading and Phonics program, reading recovery, SMILE curriculum and Boardmaker computer software. All of these programs are especially suited for our special needs ELLs because they provide a structured, visual and kinesetic approach to learning literacy skills. The different learning styles of the special needs students are addressed through these programs which research has demonstrated to be key in successfully engaging these students. In the area of mathematics, we utilize the following interventions: Equals Math Program, math related literature, math games and real life experiences. Money skills, graphing, and basic adding and subtracting are all taught through a real life approach. Students walk to the local market to shop and students work in the school store and must take money from customers and return change. Computer programs addressing various math skills are also used. Math skills are incorporated in all subject areas and math literature is used to reinforce these skills. Social Studies and Science lessons are also presented using the same hands-on approach. The Unique Curriculum addresses Social Studies and Science skills as well as ELA. Each unit is thematically based and includes lessons in all content areas. Visuals and realia are always available to address the various learning styles of students. Science standards are accessed through science experiments or visits to various places like parks or the farm to observe nature in person. Trips to the Transit museums and Native American museums are examples of some trips students have participated in, which covered many social studies standards. Instruction is delivered in English with native language support offered by alternate placement paraprofessionals in Spanish, Haitian Creole, Russian and Chinese.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELL students consistently score high on the NYSAA in ELA each year. According to the WRAP assessment, running records, weekly tests and student notebooks and work samples, students' ability to identify high frequency sight words, spell and decode new vocabulary words, retell a story, and use reading strategies more effectively have improved for most of our 12:1:1 and 6:1:1 students. Classroom teachers have noticed an improvement in reading skills and comprehension of material in most subject areas. Students display more confidence in reading out loud and participating in classroom discussions and activities. ESL students are more effective learners in the classroom setting as a result of being in the ESL program as evidenced by the aforementioned data.
11. What new programs or improvements will be considered for the upcoming school year?
- Last year at our high school site we implemented departmentalization. Students travel from one class to another for different subjects, ELA, math, social studies, and science. This gives the students a sense of independence and improves self esteem. C-DOS (career development and occupational studies) is now in place for our high school students with special needs. Students create businesses within the classroom using available resources, prior knowledge, personal experiences and support from the community. These services include laundry, food/catering, gardening, and in house office work. In our elementary school, EASE (Every Day Arts in Special Education) has been successful for our autistic students. Students exhibit improved behavior and focus in the classroom. Adapted apps have been purchased for our i-pads which are used to enhance independent learning.
12. What programs/services for ELLs will be discontinued and why?
- Flovocabulary will be discontinued. This is a free program which exposes students to new vocabulary and current events through music. The free trial offer expired and the funding has not been available this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs participate in all school wide activities and programs including the multimedia fair, school assemblies, trips, and talent shows. Last year students were offered the opportunity to play on the school basketball team "The Phoenix". Some of our ELL students are on the team. This year we are expanding the program to include a volleyball, rowing, and baseball team. Student rallies are a boost to school spirit. The Title III after school program has been in place for several years now and has been highly beneficial in providing enrichment and added language and academic support to ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support reading for ELLs in the 12:1:1 classes include: The All Star English Addison Wesley program, Creative Teaching Press Phonics Readers, the Wright Skills Reading and Phonics program, Open Court phonics program, Unique curriculum, SMILE curriculum, leveled libraries, native language literature and reading rods, flashcards, i-pads, computers and smartboard. Content instructional materials that support ELLs in the 12:1:1 classes in math include the Equals program. It contains math games, counters, flashcards, unifix cubes and money kits. Science materials include Foss Science Kits, magnifying glasses, scales, beakers and cooking supplies. Cooking lessons are an excellent way to teach measurement, the process of evaporation, condensation, and many other science skills. Lakeshore theme boxes, reading rods, alphabet games, computer software programs:

Connected to ESL, Boardmaker and Interactive Academic Lessons are all used to expand and complement ESL lessons in the classroom and in the ESL sessions for this subgroup. Leveled libraries with multicultural books and visuals enhance the ESL program

Instruction materials used to support our ELLs in 12:1:4 and 6:1:1 classes include: augmentative communication devices and various types of multisensory materials including Mayor Johnson picture symbols, the bookworm device and adapted books. The Smart Board and I-Pad are used and are especially helpful for these lower functioning students because it can be touched and does not require a mouse. The large screen makes it accessible to visually challenged students and can be viewed by the whole group. CDs, DVDs, and big books as well as tactile and sensory materials are also used. Unifix cubes, play money, alphabet blocks, puzzles, balls, and food all enhance ESL lessons for this subgroup. Math materials include number cubes, flannel boards, scales, pattern blocks, money kits, puzzles, counting rods, beads, tactile counting books, and smartboard. Social studies materials include Lakeshore theme boxes with flashcards and objects, photo libraries, magazines, bingo games on different themes like community helpers, big books and board games. Science materials include magnifying glasses, photo libraries of animals and landforms, live plants and animals, five senses games, puzzles and sound bingo. Reading materials include big books, alphabet books, phonics books, puzzles, alphabet bingo, sight word bingo, flashcards, Spanish books, reading rods, matching reading games and Calphone card reader as well as computer programs and smartboard.

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

All ESL instruction is delivered in English with native language support provided by an alternate placement paraprofessional who speaks the students' native language in the students' classroom and during the push in ESL sessions. During the ESL pull out sessions students receive help in their native language either from the ESL teacher or from other students who can help those who may be less English proficient. Spanish books are available in the ESL teacher's library and school library. Many of the classroom libraries also contain Spanish books. Translation services are accessed on line and through the use of Spanish-English dictionaries to aid students with writing and classwork. Additional materials in Spanish include computer programs and games.

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

Required services support and resources correspond to ELL's ages and grade levels. The students in our special education school are grouped in a class with other students who are within three grade levels of each other. P53K ELL students range from grades K-12 and the ESL groups are provided with curriculum resources and supports which are appropriate for their age and grade level. The high school students with cognitive disabilities are presented with lessons which are aligned with the Common Core standards for high school level students just as they are in the general education population. AGLs or (alternate grade level indicators) provide adaptations to the standards and are utilized in all content areas in order to provide equal access to the high school curriculum for students with disabilities. We have recently integrated the Unique Curriculum which is designed for this purpose. The lessons are based on the CCLS. The Equals Math program is also differentiated according to grade level but is adapted for our special needs population. The SMILE reading curriculum also is grade appropriate and is differentiated to accommodate special needs students. The visuals and chants are geared to older students although it is teaching basic reading and writing skills.

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

Newly enrolled students come with their parent(s) or guardian(s) to the school before they begin and are given a tour of the school by one of the unit coordinators or guidance counselors. Students and parents are given the opportunity to visit the classrooms, meet the teachers and students. The guidance counselor or unit coordinator provide parents with a description of the services and programs offered at our school.

18. What language electives are offered to ELLs?

There are no language electives offered to ELLs at district 75 schools.

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)?

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.

Professional development is presented to all staff members, including assistant principals, special education teachers, paraprofessionals, guidance counselors, psychologists, occupational therapists, physical therapists and speech therapists on the contents and implications of the LAP plan. The ESL teachers attend workshops given by the Office of English Language Learners at District 75 on compliance issues and best instructional practices for ELLs. In an effort to disseminate this information, the ESL teachers provide turn-key training to staff. The ESL teachers will demonstrate effective strategies and ways to incorporate the ESL standards of speaking, listening, reading and writing and the CCLS in their content area lessons including social studies, science and math. Training on the CCLS was provided during the first days of the school year and last year during designated PD days.

PD dates and topics covered:

12/5/2013 - Differentiating instruction for ELL students

3/6/2014 - Best instructional practices for ELLs

5/8/2014 - Compliance issues as they relate to ELLs - NYSESLAT testing, identifying new ELLs, SESIS

To ensure that new teaching staff receive the Jose P training; accommodations will be made for them to attend the professional development on this topic which is provided by the District 75 Office of English Language Learners. At the beginning of the year new teachers are notified about the training and are encouraged to sign up which is held at the district office. If classes are closed for the current session than an attempt is made to find classes through another organization which provide the proper certification. Records and copies are kept in the teachers' files.

The ESL teachers collaborate with classroom teachers to provide instructional strategies that address specific student needs and learning styles. They will meet with the classroom teachers in devising a plan for assessment and together will evaluate the progress of ELLs during scheduled common planning times.

All staff of ELL students who transition from elementary to middle school or high school or to a transition center upon graduation within our P53K sites are adequately supported by school leadership, guidance counselors, and parent coordinator as those students continue to be served at their new P53K site. The guidance counselors from the various sites discuss the individual behavior and counseling needs of the ELL students they serve and present plans to that counselor who will provide services to that student as he or she transitions to their new site. Staff take transitioning students to visit their new site and allow them to visit with the teachers and students. They are given a tour of their new school. Staff from both sites meet prior to these trips to discuss the goals of these visits. The ESL teacher serves as a supportive and nurturing presence in the ELL students' learning all throughout her or his years at P53K. Many students remain at P53K from K to 12th grade. Parents of our special needs ELLs who graduate from our program are provided with information on the resources and services that are available to their child upon graduation. Students are sometimes placed in residential facilities or work programs. Our transition coordinator Angel Lopez trains staff on these issues and holds an annual transition fair with representatives from agencies that service special needs students upon graduation. Staff that work with ELLs are invited to attend. They receive pertinent information regarding services and programs offered to disabled students upon graduation. Staff is able to share this with members of their students' families. Staff is trained in recognizing factors that can affect students adversely as they transition to their new site. These factors include low attendance, poor behavior and failing grades. These issues are addressed and discussed among parents and staff in order to prepare students for a successful transition.

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?

Activities for parents include regularly scheduled PA meetings with PA president and community organization representatives. Some organizations represented are Heartshare, Human First, Eihab, Heaven's Hands, and Goodwill Industries. Examples of issues discussed are lead paint awareness, MSC services and Medicaid. Also important issues regarding their child's education including state and CCLS and assessments, ESL program, and curriculum overview are discussed. These PA meetings are scheduled once a month. Most of the agencies provide translation services for the parents and or guardians if one is needed. Some agencies like the Puerto Rican Family Services Agency and Chinese American Planning Council specialize in aiding those parents who speak a specific language. Parents feel more comfortable in such an environment because they know the staff will be supportive of their culture and language.

Angel Lopez, our transition teacher, Sulma Alvarado our guidance counselor, Yihong Guo, our library cluster teacher or Mr. Yasar the physical therapist or one of the many other staff members who speak a second language provide oral translation at these and other meetings such as IEP meetings and parent teacher conferences. We are lucky in that we have a wide range of staff members who speak many different languages. If required, a Department of Education Translation Unit will be contacted when the school is unable to provide parents with written translation in a particular language. The Parent Coordinator and Family Worker regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

Our transition teacher, Mr. Lopez, mentioned above, hosts a transition resource fair each year. Parents have the opportunity to meet with representatives from agencies who offer vocational programs and residential facilities for students with disabilities. Also representatives from agencies that offer weekend, after school programs and behavioral counseling are in attendance at the fair. The names of some of these agencies are Heritage Human Services, ProCare, Community Options, Inc., and Brooklyn DDSO Family Support. Homework help is offered through the Dial a Teacher organization who sends a representative to parent meetings. ESL and computer literacy classes are offered through our Title III after school program. We are scheduling a workshop through the LEAP Arts organization with Title III funds. The parent coordinator sends home a monthly newsletter which contains important information about events at the school and other relevant topics.

Parent needs are evaluated by reviewing the IEP to determine if the student is represented by an agency. If not, the parent is contacted and given a list of appropriate agencies. The parent can attend the resource fair where agency representatives are available to discuss options for their child. This takes place every year in the school cafeteria. The parent coordinator and family worker regularly contact parents to follow up and assist with their needs as it pertains to school, home and community. The family worker visits the homes of students whose academic performance is at risk due to poor attendance. At this time the parents have another opportunity to discuss any issues that they may have. Also the transition teacher regularly meets with parents to determine the best options for their child upon graduation from the school.

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>P53K</u>		School DBN: <u>75K53</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01

	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75K053

School Name: P53K

Cluster: _____

Network: 5

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.

Students have a completed home language survey in his or her cumulative folders. Most of the students admitted to a District 75 school have already been in the Department of Education so the home language survey was completed when they first entered the school system and are sent over from the previous school. The home language survey is analyzed to assess the language needs of the student and parent. Also parents fill out a blue emergency card with vital information including what language they speak. Various ATS reports, like the RPOB are also beneficial in determining the language needs of the school. This data is documented and parents are contacted to determine if they prefer oral interpretation and/or written translation in their native language. Prior to parent meetings, IEP conferences, transition meetings and parent-teacher conferences, the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. For parents who request written translation, all letters and notifications are sent home in the language they understand. The Parent Coordinator and Family Worker regularly contact parents to follow up and assist with translation needs as it pertains to school, home and community. When no staff member is available to translate the Department of Education Translation Unit will be contacted in a timely manner to ensure that someone will be present at the meeting or conference to translate in the parents' native language.

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.

Translation services need to be provided to parents in the following languages: (The number indicates the number of parents who speak that language.) Spanish (44), Cantonese (10), Haitian Creole (6), Fulani (1), Bengali (1), Urdu (4), Russian (1). This data is shared with the school staff throughout the year by the ESL teachers so that they are aware of the various cultures represented in the school. In this way an atmosphere of cultural tolerance is promoted. P53K is fortunate in its ability to accommodate parent needs; alternate placement paraprofessionals are proficient in both oral interpretation and written translation in Arabic, Russian, Spanish, Haitian Creole and Cantonese and are able to provide parents with letters, memos and documents in their native language. This has definitely expanded our capacity to communicate with parents and has established a positive relationship between family and the school community. This is evidenced by an increase of parents attending Parent meetings, IEP conferences, book fairs, multimedia presentations and various other school performances.

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.

Written translation services will be provided by in-house school staff when available. If required, a Department of Education Translation Unit will be contacted when the school is unable to provide parents with written translation in a particular language. Many of our teachers and alternate placement paraprofessionals are proficient in written translation and continue to provide parents with school letters in their native languages. These letters/documents may pertain to essential information in the following areas: community resources and issues, health matters, agencies to assist with disabilities/available supports, dates of PTA meetings, School Leadership Team Meetings (SLT), IEP conferences, open school day/ evenings and school events. The Parent Coordinator and Family Worker work closely with the translators to ensure that parents receive written translated notifications/documents in a timely manner. The interpreter will also follow-up with a telephone call to confirm receipt of the notifications and to inquire if further information is needed. To further assist and support families, notifications that "Translation and Interpretation Services are Available" are posted in different languages at main entrances to inform parents of these services. For parents who request written translation the IEP will be translated and sent home in the language they understand.

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

Oral interpretation services will be provided by in-house school personnel when available. Through the home language surveys and parent interviews the needs of language assistance services will be evaluated by the ESL teachers and Unit Coordinator. This data is documented; parents are contacted by either a bilingual teacher or a staff member who speaks the family's language to inform them that oral interpretation services in their native language will be available at the school to assist and support them. Prior to the IEP conferences, parent meetings, transition meetings and parent-teacher conferences, the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. Prior to the IEP conference, the letter establishing the date of the meeting will be translated into the appropriate language and sent home; if the parent does not respond in a timely manner, a staff member who speaks the family's language will telephone home to follow-up. Once the date and time have been established, an interpreter will provide the parent with oral interpretation for the IEP conference. The translation phone service provided by the Translation and Interpretation Unit is also very helpful especially when oral translation is needed right away. This allows for a translator to be contacted via phone during meetings. The Parent Coordinator and Family Worker regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

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>.

During the beginning of the school year, parents who require language assistance will be invited to attend a meeting to inform them of the Chancellor's Regulations A-663 regarding parental notification requirements for written translation and oral interpretation services. Parents whose primary language is a covered language will receive written documentation regarding their rights to these services and instructions on how to obtain them. To further assist and support families, notification that "Translation and Interpretation Services are Available" are posted in different languages at the main entrance to inform parents of these services including the parent bill of rights. The Parent Coordinator and Family Worker will regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

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Phone: 212-374-6072

<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 September 30, 2014.

Part A: School Information	
Name of School: P53K	DBN: 75K053
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 checked="" type="checkbox"/> After school <input 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 type="checkbox"/> K <input type="checkbox"/> 1 <input 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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" 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:

P53K has established an instructional program that addresses the academic, language, and physical needs of English Language Learners (ELLs) with disabilities in grades K – 12. There are 385 students, of which eighty-seven (87) are English Language Learners. The ELLs make up 21% of the student population.

Students receive ESL instruction either in a push-in or pull-out model from a certified English as a Second Language (ESL) teacher during the school day. Students whose IEP recommends bilingual services but for whom no bilingual class is available receive support in their native language from an alternate placement paraprofessional in accordance with CR Part 154 mandates at the same time that they receive ESL from a licensed ESL teacher. Instruction is driven by the (CCLS) Common Core Learning Standards and New York State Standards and Alternate Grade Level Indicators (AGLIs) for students in alternate assessment. The NYSESLAT is administered every year to all students regardless of their disability. One student scored proficient, five students scored at the advanced level of proficiency, five at intermediate, the rest scored at the beginning level of English language proficiency. Instruction is delivered via one or more of the following ESL strategies: TPR (Total Physical Response), Language Experience Approach, SIOP (Sheltered Instruction Observation Protocol), CALLA (Cognitive Academic Language Learning Approach), scaffolding, thematic and cooperative instruction.

The supplemental instructional support will be provided for (12) ELL alternate assessment students with a 12:1:1 and 12:1:4 student to staff IEP ratio in grades 9-12; one (1) student is in ninth grade, two (2) students are in tenth grade, two (2) students are in eleventh grade, and seven (7) students are in twelfth grade. All students scored at the beginning level on the 2014 NYSESLAT. Five (5) are newcomers having between one (1) to three (3) years of ESL and seven (7) are long-term ELLs, completing six (6) or more years of ESL. Data collected and analyzed indicated that due to similar student needs and abilities, additional support should improve their academic achievement and English language acquisition. Most students are either at emergent or early reading levels and have shown progress in reading and writing in English. Instruction will be provided in English by two (2) certified teachers: one (1) ESL teacher and one (1) music teacher, with additional Spanish language support from two (2) paraprofessionals. The music teacher will provide the musical instruction for the multicultural dance and singing portion of the program. Two paraprofessionals are needed as there are 12:1:4 students in the program. The Title III after school program will occur on selected Mondays and Wednesdays from 3:00-5:00 for (9) weeks from early December through the middle of March. There will be eighteen (18) two hour instructional sessions and eight (8) one hour professional development sessions.

This year students will participate in a multicultural dance and music festival after reading folktales and literature representative of four counties, Russia, Cuba, Japan and Africa. In groups of two or individually, students will choose one folktale to read and perform for a school wide performance.

Part B: Direct Instruction Supplemental Program Information

They will complete various response to literature activities which can include their choice of two of the following: a storyboard, a poster, dress up as a character and act out a scene from the book, prepare a game about the book; for example: create flashcards with pictures of the characters and have a question about that character on the back side of the card, make up a poem, dance or song about the book. Students will write a review of their book and give their recommendation. I-pads will be purchased and used to read folktales on e-books and to research the countries being studied. Each student or group of students will give a review of his or her book to the audience during the presentation. After the review is read the whole group will perform either a dance, skit or song related to that folktale and country from where it originated. A LEAP artist, in cooperation with the ESL and music teacher, will present four lessons on "World Dance".

Standards addressed during the program are as follows: Technology Standard 5 - (Students will apply technological knowledge and skills to design, use, and evaluate products and systems to satisfy human and environmental needs.) is addressed throughout the program as students use the smart board, computers, e-books and I-pads, to research, view and create the presentation of their book. Art Standard 1 – (Students will actively engage in the processes that constitute creation and performance in the arts: dance, music, theatre, and visual arts and participate in various roles in the arts) is addressed because students will perform as they present their dances and skits based on their story. Common Core Speaking and Listening Standard 4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas and themes; speak clearly at an understandable pace. Common Core Writing Standard 1- Write arguments to support claims with clear reasons and relevant evidence. Common Core Reading Standard 1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. The appropriate New Language Arts Progressions which apply to the aforementioned common core standards will also be addressed.

Instruction will be delivered in a whole group setting for the beginning of each lesson then teachers and paraprofessionals will work with an assigned group of 2 to 3 students and will serve mainly as facilitators and technology support as students work on their assigned projects. During whole group instruction, the ESL teacher and music teacher will co- teach. The music teacher will provide the necessary musical direction for those students who choose to present a musical representation of their book and he will present music represented from different cultures represented in the folktales that are studied. The ESL teacher will deliver the listening, speaking, reading and writing component during the sessions. English will be the dominant language spoken with Spanish support being provided by the Spanish bilingual paraprofessionals.

Part C: Professional Development

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:

Professional Development will take place on the Monday and Wednesday prior to the commencement of the program and six (6) alternate Tuesdays throughout the program from 3:00 p.m.- 4:00 p.m. to provide teachers and staff with the latest and most current ESL methodologies and practices. Those participating in the professional development include the assistant principal, ESL teacher, music teacher and two paraprofessionals. The ESL teacher and music teacher will present workshops on the following topics: New Language Arts Progressions and Common Core Learning Standards as they relate to the program, differentiating instruction for the twelve (12) students in the group, adapting materials to accommodate the different learning styles, E-books- how to log on and find books appropriate for the program, multicultural music and dance - staff will be instructed on the music and dance typical of the different countries that will be represented during the program via folktales and literature. Both teachers will co-teach during the professional development sessions.

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:

The outside vendor LEAP Art will present one (1) workshop titled "Adult Literacy for ELL/Bilingual Adults". As per the website, <http://leapnyc.org>: "The workshop uses drama, movement and games to make ELLs feel more comfortable and confident when they read, write and speak English. Hands on activities help adults develop strong vocabulary and grammar". The workshop will occur during the school day for two and a half hours on a day in the middle of February. Parents will also be invited to attend the LEAP "Dancing Around the World" workshops along with the students during the Title III instructional periods after school. Parents will be invited to the final presentation. Letters will be sent home informing them of the Title III program in their native language.

Part E: Budget

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

Allocation Amount: \$11,200

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) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,887.40	<p>2 teachers x 2 days a week x 2 hours per day x \$50.50 per hour x 9 weeks = \$3,636.00</p> <p>1 supervisor x 2 days a week x 1 and a half hours a day x \$52.84 per hour x 9 weeks = \$1,426.68</p> <p>2 paraprofessionals x 2 days a week x 2 hours a day x \$29.05 per hour x 9 weeks = \$2,091.60</p> <p>Professional Development:</p> <p>2 teachers x 8 days x 1 hour per day x \$50.50 = \$808.00</p> <p>1 supervisor x 8 days x 1/2 hour per day x \$52.84 = \$211.36</p> <p>1 secretary x 8 hours x \$31.12 = \$248.96</p> <p>2 paraprofessionals x 8 days x 1 hour a day x \$29.05 = \$464.80</p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>1 @ \$450.00 = \$450.00</p> <p>4@ \$250.00 = \$1,000.00</p>	<p>LEAP art parent workshop - Adult Literacy for ELL/bilingual adults.</p> <p>LEAP art student workshop - Dancing Around the World</p>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	2@ \$383.00 = \$766.00	2 i-pads 2's
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	\$96.60	refreshments for parents
TOTAL	\$11,200.00	\$11,200.00