

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

School Name: P77K
DBN (i.e. 01M001): 75K077
Principal: MERRYL REDNER-COHEN
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Superintendent: GARY HECHT
Network Leader: KATHLEEN LEFEVRE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Merryl Redner-Cohen	*Principal or Designee	
Tracy Matos	*UFT Chapter Leader or Designee	
Elgina Brooks	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Matthew Lawrence Courtney Sheffield	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Regina Castro	Member/ Parent	
Regina Cunningham	Member/ Parent	
Tenisha Ahyee Dorman	Member/ Parent	
Joan Moore	Member/ Parent	
Kathy Rychalski	Member/ Parent	
Archie Fraser	Member/ UFT	
Lenora Johnson	Member/ UFT	
Elizabeth McShea	Member/ UFT	
Louise Masiello	Member/ UFT	
Jennifer Quinn	Member/ UFT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
X	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, teachers will refine and strengthen their use of questioning as an instructional technique, resulting in a 25% increase of student performance on assessment tasks targeting one's ability to engage in question-answer exchanges. Performance on a specific set of assessment tasks from Student Assessment of Needs Determination Inventory (SANDI) will provide baseline and follow-up data.

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.

As a program for students with Autism, we always develop initiatives and instruction with our eyes on graduation at age 21. We ask how our work and students' learning assists in developing the necessary skills to be safe, productive, and independent young adults both in one's local and broader communities. With this in mind, we are constantly working to strike a balance between functional, daily-living skills and more academic opportunities that expose students to age/grade-appropriate content and challenging, critical analyses of various texts. Based on the choices staff make and the resultant tasks and/or content presented to students, as well as the difficulty in information retention and abstract cognition that is inherent in many of our students' learning disabilities, we've targeted a need to both enhance our instructional use of questioning and provide students with more frequent and layered exposure to complex questions to help them participate in question-answer-exchanges. Refining our development and introduction of questions during instruction and fostering student-to-student interaction through guided questioning exercises will increase our students' ability to engage in more rigorous back-and-forths and expand conversations that often end after a single question is answered.

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

Teachers with the support of colleagues and Administration will examine student performance on baseline-assessments to see where students are "now" related to skills in processing and answering questions. Professional Development in small cohort groups will explore how questions are currently being introduced in the classroom to target those skills and how questions are targeting a variety of levels and abilities within the same lesson/environment. Lead Teachers and Site Administrators will also examine lesson plans during formal feedback sessions to assess how questions are being planned and woven into a lesson/unit's sequence of activities. These interactions will highlight concepts such as Depth of Knowledge and the use of specific question stems, how to plan for "follow-up" questions, an analysis of the adapted materials needed to provide questions and receive answers based on students' varying levels of cognitive function and modes of communication, as well as the strategic use and set-up of classroom space/resources to facilitate student-to-student question/answer exchanges. The comprehensive Spring assessment will assess progress on the same core set of skills that were targeted in the initial baseline assessment.

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

Teachers, Key Personnel, Administration, Speech Therapists, Occupational Therapists. District and In-House materials related to using questioning as an instructional technique.

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

Targets that will help identify progress and effectiveness include the development of teacher lesson plans over time, refined and/or fresh use of instructional resources or approaches to facilitate question/answer exchanges, as well as student performance when presented with questions over time, and performance on formative assessments.

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

November 4, 2014 – June 9, 2015

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

Schedule Professional Development during common prep periods, scheduled feedback session with administration, and inter-visitations provide teacher support, while an analysis of performance data on baseline and formative assessments is on-going (during both scheduled PDs, as well as non-instructional periods).

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).

Performance data is shared with Parents during parent-teacher conferences, IEP meetings and less formal communication with teachers and/or speech therapists to expose families to the breadth and depth of question/response interactions students are experiencing in schools. In consultation with instructional staff and our parent

coordinator, we'll plan for a similar expansion of the question/response process at home too.

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

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

Citywide Instructional Expectations

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, there will be a 25% increase in opportunities for student decision-making and self-advocacy as a result of, at minimum, monthly student-council meetings and the resultant activities and instruction, as measured by checklists monitoring student participation over time.

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.

Being a highly specialized school for students with autism, we are constantly working towards increasing student decision making and self-advocacy skills. Based on our students' post graduate lives, which very often include participation in day-hab and/or supported-work programs, their quality of life and adult-development of new skills will be impacted by their ability to communicate wants, needs and interests, their ability to express ideas and opinions, and their ability to ask questions. These skills will also empower students to be active and positive members of their immediate and extended families and local community. These personal attributes and how we engage them will look very different based on our students' age, cognitive abilities, and social-emotional needs. We recognize that in trying to provide a safe learning environment and to provide exposure to activities and challenges necessary for transition through and beyond school, we often sit at the "driver's seat" and therefore, create more passive learners. We therefore, are taking a deeper look at how we provide students with opportunities to impact their own educational experience and how we provide forums for their individual and communal self-expression.

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

We will provide teachers with a feedback form to capture opportunities for student decision making and in doing so, create baseline data. Professional Development and more intimate cohort meetings will address and model how to provide students with appropriately challenging opportunities to make decisions, act as self and peer advocates, and steer the course of their own learning experiences. We are also expanding our Student Government and establishing a Student Government Advisory Council to help facilitate inter-class and school-wide opportunities to explore, promote and engage the skills and concepts related to personal responsibility, safe decision-making, friendship and leadership. Student driven activities as part of the Student Government will share this exploration with other students, create and post related ideas and information throughout the school building and establish formal communicative bridges to our Elementary students located off-site.

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

All staff will be responsible to evaluate and expand how we provide students with opportunities for decision-making and self-advocacy, while speech therapists will take the lead in developing the necessary tools and adaptive systems for students to express their ideas/concerns/questions. Our three Psychologists will lead us in developing a cohesive and shared set of terminology and making sure the language we use here, connects to other related initiatives, such as PBIS. The Student Government Advisory Council has representation from all Grade Bands and related services so that the work developed in that more intimate group can be shared with non-participating colleagues. Student leaders are also a key group as our expectation is to model-teach certain skills to students and alongside teachers, have those students model for their peers.

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

We will evaluate the original checklist/feedback tools after 9 weeks to assess the expansion of opportunities for students to make decisions in and around the classroom. We will also be holding Student Government meetings over the course of a three-week cycle (Smaller student/staff teams meeting during weeks 1 and 2 and all Student Government representatives, along with the Advisory Council, meeting that 3rd week to bring all members together). We will facilitate three, 3-week cycles, which will evolve toward a culminating activity to showcase, share and evaluate the expansion of students' decision-making and self-determination skills. Each meeting over the course of our 3-week cycles will also provide authentic opportunities for students to display or workshop those skills too.

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

The Student Government Advisory Council will meet to develop the original feedback form for teachers and plan next steps at least once, prior to our December break (12/23/14) and being formal, weekly Advisory Council meetings upon return (1/5/15). We plan for a quantitative evaluation of data and progress prior to (4/3/15), using that checkpoint to plan next steps toward our end date of June 13, 2015.

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

Per-session funds will be used to support after-school meetings of the Student Advisory Council, while flexibility and planning with our formal schedule will facilitate opportunities for inter-class activities and other student-government related initiatives in-house. Video-sharing technology will be used to coordinate "virtual" meetings across sites and updates to our student blog will provide an accessible forum for our work.

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).

We will provide parents with feedback forms to assess how students are afforded opportunities for decision-making and self-advocacy at home. Students will be provided with Homework to engage and challenge these skills in a manner that is appropriate, at home, and extend this conversation to our parents, guardians, and families. Parents will be invited to view and participate in certain Student Government activities. Information related to Student Government initiatives will also be included in the Parent Newsletter, developed and distributed by our Parent Coordinator.

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.

Citywide Instruction Expectation Funding

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 demonstrate improved mastery of individualized, literacy-based goals as evidenced by an increased "step" in classroom portfolios between baseline assessment and the final, formative assessment. Each step (1-4) represents 25% growth toward independent attainment of a targeted set of Literacy skills. Upon completion of the Fall SANDI assessment and other evaluations related to receptive and expressive literacy skills, Student Portfolios are developed to establish priority goals and track progress through student performance and learning artifacts highlighted in the portfolio. Progress is assessed and tracked on a trimester basis. By establishing individualized literacy goals, monitored through a standardized protocol, we are able to evaluate growth against a personalized set of expectations, while maintaining cohesion across all classrooms in terms of the applied rubric (1-4).

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.

SANDI is the most comprehensive assessment applied and shared by our instructional teams in the Fall of each school year. SANDI provides our teams with vital information related to our students' strengths and areas for growth. Across all sub-groups, our school community has targeted Literacy as a high-leverage-skill area that our students struggle to grasp. More specifically, skills related to accessing information from a variety of informational sources, as well as expressing information and ideas back to peers and or adults are skills that when attained, significantly improve students' instructional experience, quality of life, and post-graduate outcomes. Beyond the increased urgency of instruction related to these literacy skills, we've recognized a need to better maintain information related to student progress in a way that will allow all staff (teachers, related service providers, paraprofessionals) to access and inform a collective understanding of student abilities and needs.

Our students' unique learning styles and preferred modes of communication (PMC) and the information related to how they access and express information is sensitive and critical to their transitions over time and so we've also recognized a need to deepen our internal transition protocols and how we package information when "handing off" students from one team to the next. By maintaining a Student Portfolio that grows and travels with students and highlights their journey through literacy-skills-development, we are targeting multiple needs

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

SANDI and other staff-generated assessments will provide baseline data on high-leverage literacy skills for all students, whereupon classroom teams will meet to prioritize and document goal(s) and short-term objectives in student portfolios. Goals will be tracked in the classroom and throughout the instructional day and evidence related to student progress will be measured in an ongoing basis. Instructional tasks will serve as formative assessments, measuring these skills “in action” and providing formal scores (1-4) related to accuracy and independence on a trimester cycle. These portfolios will serve as “magnets” for information and updates related to students literacy goals and eventually travel with a student when they transition to a new classroom team.

Based on the specific set of literacy skills targeted, instructional teams adapt and develop appropriate informational texts and other resources for instruction. Students will also experience literacy instruction in and around the community, as teachers and service providers highlight the functional texts that exist throughout our city and its transportation/commercial networks. During formal speech sessions and instructional time, students are not only equipped with adapted tools to access information, but also the necessary adapted materials to share back and be independently expressive in relation to the text(s) being explored.

Professional learning communities will also examine ways to implement literacy instruction and skills development for our emergent learners, those students for whom sharing an opinion, expressing a yes and/or no response, and/or making a simple request is a significant step toward independence and improved quality of life. We will also continue to challenge our instructional teams to expand literacy instruction for students who have mastered basic skills and now need to learn how to provide evidence to substantiate a claim or to seek out information from a variety of sources to resolve a functional dilemma in the classroom and/or community. Again, our ability to do this begins with SANDI, as the assessment provides us with a wealth of information related to literacy skills that are in place and/or lacking. Teams will start with the individualized score reports and then evaluate classes of students to strategize for small-group and whole class instruction and interventions.

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

Each classroom team (teacher, related service, paraprofessionals) is charged to develop goals and adapted materials, deliver targeted instruction, and maintain evidence related to student progress in the aforementioned portfolios. Each staff member engages students from a unique vantage point and all must make sure their input (and related evidence and/or artifacts) are documented in the portfolio. Classroom teams and all staff who interact with students outside of that team (cluster teachers for example) must share best practices and information related to students Preferred Mode of Communication (PMC) so that the instructional day is a cohesive and connected experience for our students. As we improve our ability to recognize these personal learning traits and engage them appropriately over time, the instructional experience over months and years becomes more of a synchronized and potent journey for our students.

Teachers, in consultation with administration, will provide in-house training on how to understand and target a variety of literacy and communicative skills and establish and track goals in a productive and efficient manner. Cluster teachers will capture and share information that is generated in a variety of classroom settings to help develop a comprehensive view of student performance. We will expand our school community’s blog and other digital resources to gather and share information about literacy instruction. We will continue to access and examine resources from our District related to emergent literacy instruction, informational texts, and other departments to inform our PD cycles.

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

Student portfolios will be collected and evaluated by administration in an on-going basis to assess their efficacy and impact on instructional choices related to literacy and literacy-skills-development. They will be more formally evaluated at the conclusion of each trimester to capture classroom and school level data on student progress related to literacy skills. At the conclusion of the second trimester, we will examine all student data to identify potential trends related to accelerated progress and/or stagnation and how to adjust our literacy instruction when necessary.

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

Implementation begins immediately in the 2014 Academic Year, with the baseline assessment and related goal-setting protocols coming to a head during our “Election Day” Professional Development (11/4/14). End date, for the year, is June 15, 2015.

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

The balance and “face” of each classroom team will be evaluated to foster a positive and integrated goal-setting and tracking process. We will highlight, through professional conversations and meetings (faculty conferences, paraprofessional meetings, related service provider meetings, parent conferences and clerical half-days) how to effectively understand emergent literacy skills, plan for instruction, and track/share student progress.

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).

Parents will be invited to examine and provide feedback related to portfolios at both parent/teacher conferences. Information provided through on-going parental conversations will be added to the portfolio as necessary. Forms will be provided to all incoming parents to field questions or concerns related to students' personal learning styles, interests and/or behavioral challenges. We will address the presence of functional, informational texts throughout our homes and communities

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.

Citywide Instruction Expectation Funding

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, students will understand and demonstrate appropriate behaviors more consistently (i.e., present, safe, ready, and responsible) as outlined by their class' individualized PBIS plan evidenced by an average of 25% increase in points earned, compared to Fall baseline data. Points are earned when behaviors demonstrated reflect socially appropriate expectations of school-wide PBIS systems

Comprehensive Needs Assessment

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

P77K is a school that primarily serves students diagnosed with Autism Spectrum Disorders. Many of P77K's students present with cognitive, language, academic, social-emotional, behavioral, and/or physical impairments. The introduction of Positive Behavioral Interventions and Supports (PBIS) attempts to prevent initial occurrences of behavior challenges that our students may exhibit, in addition to reinforcing positive, pro-social engagements with others (either peer and/or staff). The primary prevention of PBIS consists of rules, routines, and physical arrangements that are developed and taught by school staff, which aims to promote a positive school climate and reward good behavior. On a long-term basis, PBIS at P77K aims to supplement the reduction of student behavioral problems by 1) Maintaining a series of positive behavioral domains in which all students should be reinforced for following and 2) Further adapting behavioral expectations within each domain as well as the schedules of reinforcement according to the needs of each individual.

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

Each class within P77K will incorporate either a class wide PBIS plan or an individualized PBIS plan for their students, which will outline behavioral expectations into everyday classroom routines. Students are required to adhere to four common broad domains with the P77K matrix (i.e., Present, Safe, Ready, and Responsible). Teachers then adapt the behavioral expectations within these domains to best fit the needs of their class. Additionally, reinforcement schedules are based on a student-to-student basis. The school store and points system serve as available resources for teachers to implement positive reinforcement strategies with students who are familiar with the concept of delayed gratification. While some teachers feel tracking points and utilizing the school store best meets the needs of their students, others may feel their students' needs can best be met through further modifications of this system (e.g., shorter-term reinforcement, more restrictive measures, other schedules of reinforcement, specific reinforcers found in their respective classrooms). Students who utilize the school store system are awarded points throughout the day during every class period. Classroom teachers and paraprofessionals assign students points at the end of each period for successfully demonstrating the target behaviors as outlined in the P77K PBIS matrix. Their points are monitored through the use of point sheets or point charts that are on display in the classrooms. Students then have the opportunity to redeem their points for prizes from the school store. For students participating in the program, assigned times are pre-arranged with the teacher for the student to visit the school store. This becomes part of the visual schedule that students use on a daily basis. Classrooms that do not utilize the point sheets and school store provided by the counseling department incorporate the PBIS matrix in their own way based on the individual needs of each student. For example, students who require more frequent levels of reinforcement are rewarded for exhibiting the aforementioned positive behaviors through token economy systems, first-then boards, or daily behavior charts.

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

Three school psychologists oversee the implementation of P77K's PBIS program. The school psychologists turnkey important information to all teachers and paraprofessionals within the building. Teachers and classroom paraprofessionals are charged with individualizing the PBIS behavioral expectations needed for their

class'/students' needs. Behavior support and school psychologist-teacher consultation are provided on an on-going and weekly basis. PBIS is also reviewed during meetings with staff and behavioral supports/strategies are reviewed with teachers/paraprofessionals during professional developments.

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

Targets include decreased behavioral referrals, decreased behavioral occurrences that interfere with students' ability to assess curriculum, increased students' engagement, and increased positive, pro-social student/student and student/staff interactions.

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

Start date is September 30, 2015 – End date is June 26, 2015

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

School store visits are made on a bi-weekly basis arranged in advance by classroom teachers. Modifications of access to the store or setting up a mobile or in room "store" are also considered on a class-by-class basis or student-by-student basis. The store, as well as the physical environment of classroom and building spaces is also considered when setting up visual reminders of appropriate behaviors. Classroom teams are also expected to create visual reminders and PBIS materials that will "travel" with students throughout the day. Classroom teachers keep track of student's behavioral progress on a daily basis. School Psychologist consultation is available on an on-going basis to provide support to classroom teachers and paraprofessionals.

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).

Behavioral improvements and progress are documented and then relayed to parents. Parents are then informed of their student's behavioral and social-emotional progress. Communicating with parents proactively helps foster a cooperative team approach when crisis or behavioral regressions do occur. Parents can also be provided with resources to assist in the consistency and transition of behavioral expectations from school to home.

Budget and Resource Alignment

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

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

Goal and Action Plan #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, we will strengthen partnerships between school-staff and parents by increasing staff participation at monthly PTA meeting by 10%, based on baseline data in Fall 2014 (average staff attendance at Oct and Nov meetings) and attendance in Spring 2015 (average staff attendance at April and May meetings).

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.

Our parents and guardians have active communication with their individual child's teacher. Our parents and guardians that serve on the PTA also have active communication with our school's leadership. However, we recognize a need to connect and support communication among parents and guardians and the staff who may not be serving those parents' individual children during a current academic year. This will help build relationships and strengthen communication among all members of our school community, provide staff with more comprehensive insight into the needs and perspectives of our students' families, and provide families with similar insight and input related to a broader representation of our staff.

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

To accomplish this goal we will hold meetings at off-sites, schedule meetings to overlap with non-instructional time (staff lunch), and establish mechanisms for parents and staff to coordinate agenda points prior to meetings, and share information related to those agenda points after meetings take place.

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

Key personnel include our parent coordinator, administration, PTA leadership, parents, and instructional staff, notably our technology teacher who will facilitate the

establishment of “virtual” communities to share information and ideas pre/post meetings.

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

Targets will include monthly PTA meeting agendas and attendance sheets to track participation and the evolution of agenda points, the P77K blog as a virtual forum to share information related to meetings and to provide a “place” to interact, as well as current and future School Environment Surveys.

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

Beginning October 1, 2014 and culminating by June 1, 2015.

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

Resources include the scheduling of monthly meetings, such as amendments to the location, time, and agenda points of those meetings, as well as establishing an ongoing forum for parents and staff to communicate prior to and after each monthly meeting.

Strategies to Increase Parental Involvement

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

All elements of this goal and action plan will target increased parent involvement. Holding meetings and related workshops at off sites will help provide all parents and staff with the opportunity to participate. The use of scheduling to expand staff participation may deepen the experience for parents who may have previously been involved, yet without reciprocation from school staff. The expansion of our school blog to incorporate parental concerns or voices will also invite all families to “be here” even when they can’t be here.

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading A – Z, SANDI, Scantron, Regents review. Assessing student skill base and teaching strategies in areas they are weak in such as decoding, comprehension, writing essays, etc.	One to one Small group Tutoring Use of technology: <ul style="list-style-type: none"> • Smartboards • Laptops • iPads 	During the school day and after school
Mathematics	Everyday Math, Equals Functional Math, Scantron, SANDI, Brain Pop, Moby Max, Use of internet sites to supplement and build background knowledge	One to one Small group Tutoring Use of technology: <ul style="list-style-type: none"> • Smartboards • Laptops • iPads 	During the school day and after school
Science	Regents, review of questions previously asked, use of graphic organizers/thinking maps, interpreting diagrams and charts, test taking techniques	One to one Small group Tutoring Use of technology: <ul style="list-style-type: none"> • Smartboards • Laptops • iPads 	During the school day
Social Studies	Time for Kids National Geographic, use of graphic organizers, timelines and outlining to organize materials. Brain Pop. Use of internet sites to supplement and build background knowledge.	One to one Small group Tutoring Use of technology: <ul style="list-style-type: none"> • Smartboards • Laptops • iPads Community Based Instruction to build background knowledge	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	LSCI, PBIS	One to one Small group Tutoring	During the school day

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
	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. 75K077, 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 and Parent Association, as trained volunteers and welcomed members of our school community. 75K077 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;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with 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 Parent Involvement Policy, parents of 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;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association). 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;
- 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;

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

- 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

75K077, 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.

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;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

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 in order to support their child's learning;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

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;
- 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.



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: <u>77K</u>	DBN: <u>75K077</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>5</u>
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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

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: At P.S. 77K, there are a total of 291 students. Of those, 36 (14%) are English Language Learners and are served through a push-in/pull-out ESL program. All ELLs are mandated for 360 minutes of ESL instruction per week, as per CR Part 154, with the exception of the high school students, who are mandated 540 minutes of ESL, as per CR Part 154. All of these students are on the Autism Spectrum and their instruction is aligned with the Alternate Grade Level Indicators. All students receive formal assessments through NYSESLAT, SANDI and NYSITELL. According to formal assessments, the students are designated as Beginning English Language Learners.

P77K is spread across 5 sites in the Borough of Brooklyn. The elementary site, located in the neighborhood of Borough Park, serves 20 ELLs; the middle school site, located in the neighborhood of Brownsville, has 2 ELLs; the main site, which houses high school and some middle school classes and is located in the neighborhood of Park Slope, has 16 ELLs. One ELL attends an inclusion program in the neighborhood of Kensington. Of these 40 ELLs, 33 are mandated for 6:1:1 configuration, 6 are mandated for 8:1:1 configuration and one is in an inclusion program. The represented languages of the students in P77K are Russian, Spanish, Arabic, Haitian Creole, French, Polish, Bengali, Urdu and Chinese.

All ELLs, including students who receive ESL services and those who were previously x-coded, are invited to participate in the Title III program. In order to determine which students will participate, letters were sent home in English and in the native languages and phone calls were made to survey interest. Due to the geographic locations of the students and the fact that the large majority of them are mandated for door-to-door bussing and 6:1:1 and 8:1:1 configurations, it is difficult to design a program in which all ELLs can attend. Therefore, the program will run at the main site on Wednesdays from 3:00 p.m. to 5:00 p.m. for 30 weeks beginning in December 2014. Our certified ESL teacher will work in the Title III program. One ESL certified teacher and one paraprofessional will work in a 6:1:1 configuration in the program. Our ELLs speak Cantonese and Spanish. Since the program will take place after regular school hours, an administrator will also be present in order to supervise at the site.

The goal of the Title III program is to increase communication and literacy skills. The language of instruction for the Title III program is English. The mode of instruction that has been chosen is through the use of technology.

According to Krashen, second language acquisition requires meaningful interaction in the target language. Computer-assisted language learning (CALL) enables ELLs to construct meaning in a digital environment. McLoughlin and Oliver (1998) explain that the computer is one way to support Vygotsky's (1978) communicative theory of learning and, if used appropriately, teachers can provide an environment in which learning is authentic and activities are interesting to students (Healey & Klinghammer, 2002). Thus, students are able to construct their own knowledge, as teachers scaffold students' learning.

When teaching both ELLs and students on the Autism Spectrum, there is no one specific method or technology that is best suited for all children. Different children and different lessons all have different needs. However, it is important to choose technology that increases student interactivity and motivation. This year, P77K has chosen to purchase materials to support a movie-making themed curriculum. Through the use of books, social stories and movie re-enactment, students will be given the opportunity to express their knowledge and comprehension through authentic work and meaningful activities. Beyond this expressive activity, students will then further their understanding and

Part B: Direct Instruction Supplemental Program Information

comprehension by reviewing their work and revising accordingly to eventually come to a final product. To support this curriculum materials purchased will include, but not be limited to, books and a laptop. The delivery of instruction within the program will be aligned with the students' IEP objectives in the domain of Reading Standards for Literature 6-12.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. New Language Arts Progressions, Common Core Grade 8 Writing Standard (W.8.5): Students will, (with some guidance and support from peers and adults) develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. These approaches will focus on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) and Technology Standard 5 (Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs). These standards will be addressed through the employment of various ESL methodologies and strategies. These will include, but not be limited to, Total Physical Response, the Natural Approach, the Communicative Language Teaching, cooperative learning and scaffolding. Teacher-made rubrics and work products will be used to track data and assess attainment of students' targeted goals.

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: In an effort to develop the ESL teachers' and administrators' skills in the area of technology and, specifically the use of film editing software, a book study regarding movie-making, technology and language development will be held on a bi-weekly basis that will include the ESL teacher and paraprofessional. The book entitled, "The New Digital Storytelling: Creating Narratives with New Media will be used. These professional development meetings will take place the first Tuesday of each month from 3:00pm to 4:30pm at the main site for six sessions. The ESL teacher will lead these professional development meetings with the paraprofessional as well as the administrator in attendance.

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

Part D: Parental Engagement Activities

Begin description here: Title III information is disseminated to parents through letters written in English and respective native languages. Translators are available in all native languages represented by the ELL population for any oral information presented at meeting, workshops, etc.

An orientation has been scheduled for November 5, 2014 at 3:00 p.m. to orient the students' parents. It will take place at the main site and will be facilitated by the parent coordinator. All involved parents have received a letter of invitation to this meeting. Additionally, all ELL parents will receive information regarding the school's ESL program through outreach by the parent coordinator and ESL teachers. This will take the form of letters, phone calls and meetings. Translators will be available.

During the last day of the program, a culmination showcase will be held at the main site. Parents and family members will be invited to attend the celebration to view their students' works and an award ceremony will be held to recognize the students' achievements.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$8432.75</u>	<u>INSTRUCTIONAL PROGRAM</u> <u>1 teacher x 30 weeks x 2 hours/day x \$50.50 = \$3030.00</u> <u>1 paraprofessional x 30 weeks x 2 hours/day x \$29.05 = \$1743.00</u> <u>1 administrators x 30 weeks x 1.5 hours/day x \$52.84 = \$2377.80</u> <u>1 secretary x \$31.12 x 8 hrs =248.96</u> <u>PROFESSIONAL DEVELOPMENT</u> <u>1 teacher x 6 weeks x 1.5 hours/day x \$50.50 = \$454.50</u> <u>1 paraprofessional x 6 weeks x 1.5 hours/day x \$29.05 = \$261.45</u> <u>1 administrator x 6 weeks x 1 hours/day x \$52.84 = \$317.04</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	<u>\$2495.51</u>	<u>-Laptop (\$1299.00)</u> <u>- Laptop carrying case (\$37.75)</u> <u>-books (\$250.00)</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Additional curricula, instructional materials. • Must be clearly listed. 		<ul style="list-style-type: none"> - (Historical Novels - \$90.50) - (Poems \$42.00) - (Fantasy Stories \$87.00) - (Short Stories \$30.50) - video hard drive (\$135.10) - memory card (\$139.44) - 10 x iPad Stylus (\$98.60) - 3 x USB flash drives (\$120.30) - binders (\$49.68) - laminating pouches x5 (\$90.15) - printing paper x 2 (\$58.94) - equipment bag (\$83.24) - iPad folio cases (\$65.31) - Keyboard (\$68.00)
Educational Software (Object Code 199)	_____	_____
Travel	<u>0</u>	_____
Other	<u>271.74</u>	Refreshments for Parents
TOTAL	<u>\$11200.00</u>	\$11,200.00

**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 75
School Name 77K		

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 Merryl Redner-Cohen	Assistant Principal Carmela Montanile
Coach	Coach
ESL Teacher Danny Rodriguez	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Denise Horsford
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	284	Total number of ELLs	50	ELLs as share of total student population (%)	17.61%
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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	50	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	50
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	16

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	26		26	8		8	16		16	50

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	26	0	26	8	0	8	16	0	16	50
Number of ELLs who have an alternate placement paraprofessional: <u>5</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													

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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					2	2	3		2	1	13
Chinese		3	1	1	2			2				3		12
Russian						1								1
Bengali			2			1								3
Urdu										1				1
Arabic					1									1
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish					1									1
Albanian														0
Other														0
TOTAL	0	4	5	1	4	2	0	4	2	4	1	5	1	33

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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)		1	3	22	

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)					4		22		

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)							9		

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	9		9	
NYSAA Mathematics	9		9	
NYSAA Social Studies	9		9	
NYSAA Science	9		9	

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.
Students at P77K are assessed throughout the year using a number of vehicles. The vast majority of our students participate in alternate assessments; currently this includes all our English Language Learners (ELLs). The Student Annual Needs Determination Inventory (SANDI) is administered at all grade levels twice a year to assess literacy skills as well as other behavioral and academic

needs. The Formative Assessment of Standards Tasks (FAST) is also used in conjunction with SANDI as part of a comprehensive assessment tool for students with significant cognitive impairments and delays. Additionally, all alternate assessment students participate in New York State Alternate Assessment (NYSAA) beginning in third grade. Once data are collected from these assessments, they are used to directly influence the development of IEP goals and to drive instruction to meet the academic needs of all students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
All ELLs at P77K participate in NYSESLAT each year. On the 2012-13 NYSESLAT one (1) student scored advanced, four (4) students scored intermediate, and twelve (12) students scored beginner. The remaining thirty-six (36) students received either no score or a score of invalid. All ELLs who received an invalid score on the 2012-13 NYSESLAT did so because they were unable to successfully respond to one or more section of the test. Many of our students are non-verbal and lack the fine motor skills necessary to write. These scores largely reflect the nature of the students' disabilities and not specifically their language acquisition as standardized assessments are not appropriate for students at P77K. Many ELLs have scored successfully on NYSAA, specifically the ELA portion, due to this assessment being more aptly suited to demonstrate our students' strengths. Students are assessed through NYSAA using individualized, alternate methods rather than a standardized approach. Because of the inappropriateness of NYSESLAT as an assessment for ELLs at P77K, NYSESLAT results are not closely considered when developing IEP goals. Additionally, they do not strongly drive instruction. They are taken into consideration, however data from NYSAA, SANDI/FAST, student portfolios and classroom observations are predominantly the driving forces used when classroom teachers, ESL teachers, cluster teachers, and related service providers collaborate for IEP goal and instructional development.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Currently there is no available data regarding students' NYSESLAT scores by modality. Therefore, we are unable to observe patterns that would affect instructional decisions at this time. However, with regard to the Annual Measurement Achievement Objectives, it is the goal of our program to show annual increases in the number of students making progress in English proficiency. Annual assessments of our ELLs takes place via NYSAA (in addition to NYSESLAT) and these results continue to show a trend in growth in English proficiency among our students.
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?As mentioned above, the majority of our students receive either no score or an invalid score because, due to their disabilities, they are unable to successfully complete all four modalities of NYSESLAT. Presently, students do not participate in formal assessments in languages other than English. At this time, our school does not participate in Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
P77K provides all students with layers of intervention and individualized instruction to meet their specific needs. All students have an Individualized Education Program (IEP) through which specialized academic goals are developed. Additionally, the instructional interventions necessary to meet these goals are implemented through special education teachers, ESL teachers and related service providers. Assessment data is continuously collected through the use of data folios and teacher-made rubrics, as well as formal assessments such as NYSAA and SANDI/FAST. Just as in the Response to Intervention framework, as students make progress in their academic development, these supports are slowly faded out. It is the ultimate goal that all students move to the least restrictive environment appropriate for them.
6. How do you make sure that a child's second language development is considered in instructional decisions?
It is a priority that content area material be accessible and comprehensible for all ELLs. To see that this is a reality, classroom and cluster teachers collaborate daily with ESL teachers to ensure that all lessons and activities are properly differentiated for ELLs and foster their second language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?P77K presently does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ESL program at P77K is assessed in a number of ways. The continued success of our ELLs on NYSAA each year is a

direct indication of their academic success as measured by an appropriate assessment. Positive feedback from parents, teachers, related service providers and paraprofessionals reflect the success and effectiveness of our program. Additionally, consistent student involvement in our Title III after-school program is an indicator of overall program success.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At P77K, ELLs who are new entrants to New York City Public Schools are identified through the administration of the Home Language Identification Survey (HLIS) upon intake at the Committee on Special Education (CSE) level. When necessary, translators are provided to conduct the initial interview and the HLIS is provided in the student's native language. Once the HLIS is administered, it is assessed by the CSE representative and the Language Assessment Battery-Revised (LAB-R) is administered to determine the student's English proficiency. Students whose home language is Spanish and do not score proficient on the LAB-R take the Spanish LAB to determine Spanish proficiency. Once the LAB-R is administered and its results are analyzed, the CSE representative meets with the student's parents to explain the three program options (Transitional Bilingual, Dual Language and ESL) and determine an appropriate placement for the student. If the CSE fails to complete this process, these responsibilities are left to the school. Parents come to the school to complete the HLIS, which is administered in the student's native language, and an informal interview to discuss the student's educational history and English proficiency is conducted. These steps are completed with either our licensed ESL teacher or a licensed classroom teacher and an interpreter when necessary. Once the HLIS is administered, it is assessed by our licensed ESL teacher and the ATS report RLER-LAB-R is generated to determine LAB-R eligibility. If the student is eligible, our ESL teacher, Danny Rodriguez, administers the LAB-R within ten (10) business days and analyzes the results. A meeting is then conducted with the student's parents and an interpreter, if necessary, to discuss program options and determine appropriate placement for the student.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of students who are eligible for bilingual or ESL services are involved in the decision-making process at the CSE level. Trained interpreters and CSE personnel discuss the options available to parents and the placement decision is made in conjunction with them. Currently, our school features a Freestanding ESL program. However, should a parent show interest in a dual language or transitional bilingual program, it would be taken into consideration when planning for possible classes.
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 [\[see tool kit\]](#).)
When a placement is decided upon at the CSE level, parents are notified and given written and oral information about the program, through the aid of a translator and/or interpreter if necessary. A parent orientation is provided by the parent coordinator, licensed ESL personnel and a school-based interpreter at the school site in which the student will attend. Parents are informed of the curriculum, intervention strategies and program model their student will be in. If it is determined that a student should be placed in a bilingual class that is not available, he/she is served by an alternate placement paraprofessional who speaks the student's native language and English and ESL services until a bilingual class placement becomes available.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Students who are eligible for ESL or bilingual services as per the results of the Home Language Identification Survey and administration of LAB-R are evaluated at the CSE level by a licensed bilingual psychologist who speaks the students' native language. In conjunction with the parents, a decision is made as to placement in a bilingual program or an ESL program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Students who are not new to NYC Public Schools are identified as ELLs and eligible for the NYSESLAT through ATS report RLER—LAT. All ELLs are assessed yearly by the NYSESLAT. All four components of the NYSESLAT are administered by our licensed ESL teacher, Danny Rodriguez. Once the scores are available, the students' progress is analyzed by our licensed ESL teacher classroom teachers, cluster teachers and related service providers.

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.  Presently, eleven (11) students are mandated for bilingual services. Of them, seven (7) are served by an alternate placement paraprofessional and ESL services. The remaining four (4) students receive ESL services and the school is presently in the process of locating bilingual paraprofessionals who speak the students' home languages. At this time, the number of bilingual-mandated students who speak the same language and are within three (3) contiguous grades of each other does not warrant opening a bilingual program. However, should this data change and warrant opening a bilingual program, we would work to accommodate these needs.

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])?
Students at P77K are in classes with either a 6:1:1 or 8:1:1 student-to-staff ratio. These students are ungraded and grouped according to age, with each class having students with no more than three (3) years difference in age. Self-contained classes are mixed heterogeneously with respect to proficiency levels. ELLs at P77K are served through a push-in program provided by one (1) fully-licensed ESL teacher. This teacher collaborates daily with classroom teachers, cluster teachers and related service providers to ensure that instruction is aligned with the needs of ELLs within each classroom.
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)?

NCLB requires that local programs for ELLs comply with state mandates regarding content, frequency and direction of ESL language services. Furthermore, the regulations underscore that the goal of ESL and bilingual instruction is to ensure that ELLs become proficient in listening, speaking, reading and writing in English. New York State regulations (C.R. Part 154) require that assessment and instruction of ELLs be aligned to the New York State Learning Standards in ESL. According to C.R. Part 154, students in grades Kindergarten through eight at the beginning and intermediate proficiency levels must receive 360 minutes a week of explicit ESL instruction. Those students at the advanced level must receive 180 minutes of explicit ESL instruction and 180 minutes of ELA instruction per week. At the high school level, students at the beginning proficiency level must receive 540 minutes a week of explicit ESL instruction, students at the intermediate level must receive 360 minutes of ESL instruction and students at the advanced level must receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. At P77K, ELLs are spread across four sites in Brooklyn and our ESL teacher travels to each site to work with each of them. All ELLs in P77K receive the maximum number of units of ESL instruction possible within the staffing restraints of the school. Because there is no self-contained bilingual program at P77K, students do not receive Native Language Arts (NLA). However, students who are mandated for bilingual services receive native language support from an alternate placement paraprofessional who speaks the student's native language and English. In addition to ESL, all students, regardless of English proficiency, receive English Language Arts from a classroom teacher and a literacy cluster teacher. Advanced proficiency students receive a minimum of 180 minutes of ELA each week.

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.

To ensure that students meet the standards and pass the required state and local assessments, ESL instructors follow the Common Core Learning Standards, the New York State ESL Standards and incorporate ESL strategies such as the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, plus multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson picture symbols. The use of technology, including SmartBoards, iPads, digital cameras and computers, is incorporated to give students additional instructional support. ESL materials are infused throughout all aspects of instruction. The school and classroom libraries include a variety of books of all levels that reflect the backgrounds, needs and strengths of ELLs. Instruction in the ESL program is delivered in English.

At P77K, all students in 6:1:1 and 8:1:1 classes receive content area instruction within the classroom through a variety of approaches, including, but not limited to, small group, individual and community-based instruction. P77K utilizes a balanced literacy approach throughout the program to enhance students' literacy skills and academic performance. The school utilizes the Unique curriculum across all grades. Unique is an online, standards-based system that provides differentiated lessons and tasks across all content areas through thematic units of study. Equals is a math curriculum used in the elementary grades of P77K. It is aligned with State, Alternate and Common Core Standards and encompasses pre-readiness, fundamental, and higher order math skills for students with disabilities. The TouchMath program is used throughout our school's program. It capitalizes on the tactile/kinesthetic preferences of learners while developing their visual and auditory skills. As children engage in the multi-sensory approach they begin to internalize the connection between concrete number experiences and more abstract mathematical conceptualization.

All classroom instruction is delivered in English, with the support of an alternate placement paraprofessional for those students who are mandated for bilingual education per their IEP. All ELLs participate in these activities with the added support of push-in and pull-out ESL services.

Students in P77K's inclusion program receive content area instruction through the support of general education content area teachers, Special Education Teacher Support Service (SETSS) and a paraprofessional. These staff members collaborate, along with ESL teachers and related service providers, to adapt the general education curriculum to meet the needs of the students and assist them in achieving proficiency on state mandated assessments.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Although there is no Transitional Bilingual program at this time, students who are mandated for bilingual service and receive the support of an alternate placement paraprofessional are continuously assessed in their native language in all four modalities of language (reading, writing, speaking and listening).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout P77K students are continuously assessed in English in all four modalities of language acquisition. This is done by the ESL teacher, classroom teachers, cluster teachers, related service providers and paraprofessionals. On a daily basis ELLs are engaged in speaking, listening, reading and writing activities and their performance in these activities is regularly analyzed to further drive instruction.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Presently, P77K has no Students with Interrupted Formal Education (SIFE). In the event that a SIFE were to enroll in P77K, the staff would differentiate instruction to assist in developing his/her language. The staff would work to develop initial literacy and communication skills in the student's native language. This would be done in a nurturing environment in order to facilitate language production. The student would receive support from an ESL teacher and an alternate placement paraprofessional who speaks his/her native language and English. Among strategies used to support this student would be Total Physical Response, the Natural Approach, and small-group instruction.

Newcomers admitted to P77K are worked with to develop literacy and communication skills in both English and the students' native languages. With the expectation that newcomers have some exposure to formal literature, reading and writing skills are focused on. Newcomers are invited to participate in the school's Title III after-school program. Various strategies used to facilitate language acquisition include, but are not limited to, Collaborative Learning Approach, Total Physical Response, the Natural Approach, the Language Experience Approach, small-group instruction and one-on-one tutoring.

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

In order to support long-term ELLs at P77K, several instructional interventions are implemented. Students participate in the Marquis Studios Art Residency Program, in which consultants work with students and teachers to integrate hands-on, arts-based activities that focus on literacy development into the curriculum. In P77K's Title III after-school program, long-term ELLs receive support through the integration of arts and technology into the curriculum, promoting creativity and literacy. Additionally, long-term ELLs receive support through continuous small-group instruction.

Presently, no ELLs have received a proficient score on NYSESLAT and are therefore not considered former ELLs. However, in the event that students should score proficient, they would continue to receive support through small-group instruction as available.

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

All students at P77K are diagnosed with Autism Spectrum Disorder (ASD) and have an IEP based on their specific needs and abilities. Students represent varying degrees of ASD as well as English language proficiency. All instruction, including explicit ESL instruction, is differentiated based on students' abilities and IEP goals. Methods for differentiation include, but are not limited to, small-group instruction, one-on-one instruction, pair work, hands-on activities, use of adapted materials and visual supports, incorporation of multiple intelligences in lessons, and use of augmentative communication devices.

With the exception of students in the inclusion program, classes are organized in a 6:1:1, 8:1:1, or 12:1:1 student-to-staff ratio to provide small-group instruction as mandated per students' IEPs. Students receive instruction from licensed Special Education teachers and additional support by paraprofessionals and related service providers according to individual mandates. All instructional staff members utilize Mayer Johnson picture symbols in an effort to provide visual supports and enhance learning, as well as multi-sensory approaches to teaching content material. The use of technology, such as iPads, SmartBoards, digital cameras and augmentative communication devices is integrated throughout the curriculum to ensure that content material is accessible and appropriately modified for all students. Students in the inclusion program receive additional support from their SETSS provider and a paraprofessional who work collaboratively with general education teachers to adapt the general education curriculum to fit the students' needs.

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

The majority of the students at P77K are in the most restrictive environment that the New York City Department of Education has to offer. It is our goal to help all students progress in their development and move on to a less restrictive environment, if and when it is appropriate. To achieve this goal, classroom teachers, cluster teachers, ESL teachers, related service providers and paraprofessionals collaborate daily to create lessons that are differentiated and scaffolded to meet the needs of every student. Related service providers and the ESL teacher push-in to self-contained classes and collaboratively teach with classroom and cluster teachers, adding their own expertise in addressing students' needs. Through the use of a team-teaching model, teachers and related service providers are given the flexibility to adapt curricula to meet the specific needs of each student. This also provides flexibility in scheduling as the students are able to receive mandated services and supports without removing them from their classrooms and content area instruction, ultimately preparing them for progression into less restrictive environments. Students who are in the inclusion program spend the majority of their school day in general education classes alongside their typically developing peers. This provides them the opportunity to engage in appropriate social interactions with their peers as well as to develop academically through peer-to-peer tutoring.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
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.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

It is a priority that content area material be accessible and comprehensible for all ELLs. To see that this is a reality, classroom and cluster teachers collaborate daily with ESL teachers to ensure that all lessons and activities are properly differentiated for ELLs. Intervention strategies are used to support all ELLs, from newcomers to long-term students. Among the intervention strategies used to support ELA instruction is the Cognitive Academic Language Learning Approach (CALLA), a content-based ESL instruction model. Additionally, ELLs receive support in content areas, such as science and social studies, through small-group instruction, hands-on learning and one-on-one instruction. To support ELLs' math achievement, the TouchMath program is used in the classrooms, offering a hands-on, multi-sensory approach to math instruction. On a case-by-case basis, students are provided with tutoring in specific subject areas to further their academic success. All instruction is delivered in English, with the exception of support from alternate placement paraprofessionals who speak the students' native languages and English. Languages represented by bilingual paraprofessionals are Spanish, Russian, Haitian Creole, French, Arabic and Chinese. In addition, bilingual dictionaries and written materials are available in Spanish, Russian, Polish, Chinese, Arabic, Bengali, Urdu, Haitian Creole and French to support ELLs with content material.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current ESL program at P77K has shown to be effective in the academic and language development of all ELLs. Across the board, students have individually flourished and shown great success in their academic growth. All ELLs scored a mastery score of 4 on the 2012-13 NYSAA and have shown progress in their personal data folios with regard to both academic and language development.
11. What new programs or improvements will be considered for the upcoming school year?

Through the RESO-A grant, three sites received funds to upgrade a computer lab and purchase new computers and SmartBoards for the classrooms, allowing opportunities for students to improve their technological proficiency. Early childhood classes will take part in therapeutic horseback riding, a program with research-based success in helping students with autism. Students in all self-contained classes participate in a daily yoga session through the use of the District 75's Get Ready to Learn program. ELLs will be invited to take part in all aforementioned activities.
12. What programs/services for ELLs will be discontinued and why?

Presently, no programs are being discontinued from the previous year as each one has proven to be beneficial for participating students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

This year will be the seventh year for P77K's Title III after-school program. It will incorporate literacy and technology to support ELLs' academic success. The goal of the Title III program is to increase communication and literacy skills. The language of instruction for the Title III program is English. The program will focus on enhancing literacy and communication skills through movie-making and the use of technology. Students will participate in read alouds and literary discussions regarding character development and plot analyses. Students will then re-enact the stories to create cinematic representations of the works they have studied. This will help to support their comprehension and literacy development. Invitation letters will be sent to parents of all ELLs and will be translated into the family's native language. Additionally, translators are available for any and all in-person meetings and phone conversations. Presently, the Title III program is the only after-school program at P77K. However, ELLs are invited to take part in all activities that take place during the regular school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELLs receive support in P77K through the use of various instructional materials. Classrooms are stocked with leveled libraries including books in English, ELLs' native languages, and bilingual dictionaries. Also, teacher-made materials, puppets, manipulatives, Mayer Johnson symbols, computer software, and graphic organizers are used to enhance learning. All self-contained classrooms have SmartBoards that are used daily to enhance lessons and make content more engaging. Each site is equipped with a laptop cart that teachers and students can use to assist with instructional practices. Each site also has iPads that can be checked out to support instruction. Additionally, non-verbal ELLs use augmentative communication devices and/or a personalized Picture Exchange Communication System (PECS) to foster communication between themselves and others.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Currently there is no TBE or Dual Language program at P77K. All instruction in the ESL program is delivered in English. However, for those students mandated for bilingual instruction, an alternate placement paraprofessional who speaks the child's native language

and English provides native language support as needed. Bilingual dictionaries and culturally diverse books are available in the classroom libraries to provide additional support for all ELLs. Bilingual related service providers who speak Spanish, Arabic, Russian, Chinese and Polish are also available.

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

P77K serves students between the ages of five (5) and twenty-one (21) and provides age-appropriate materials for all students, regardless of age. These are found throughout all classrooms, related service offices, computer labs, and recreational areas. Students at the elementary level receive instruction and required services that correspond to appropriate grade-level state standards and individual students' needs. Additionally, students at the secondary level receive instruction and required services that correspond to appropriate grade-level state standards and individual students' needs. When necessary, materials and instruction are adapted to meet the needs of the students and to ensure that all instructional materials are fully accessible for all students.

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.

All newly enrolled students, along with their families, are given a tour of the school's program in an effort to familiarize them with the culture and expectations of the school as well as the resources available to them. This tour is conducted by either the parent coordinator or an administrator on site. As needed, translators are available to assist parents during these tours. Additionally, parents of newly enrolled students are invited to attend a parent informational meeting at the beginning of the school year. Translators are available at this meeting as needed. The parent coordinator and the family worker diligently work with families of newly enrolled students to ensure a smooth transition for both the students and their families.

18. What language electives are offered to ELLs?

Presently, there are no foreign language electives available at P77K.

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)?

Presently, there is no Dual Language Program available at P77K.

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.

P77K will continue to hold professional development for all staff members in dealing with ELL students. Professional development will be scheduled during dedicated professional development days. Professional development will be provided in small cohort meetings and staff members in attendance will include the ESL teacher, classroom teachers, cluster teachers, guidance counselors, psychologists, speech therapists, occupational therapists, physical therapists and administrators. The ESL teacher will attend professional development instructional workshops throughout the school year and turnkey the information and resources gathered to other staff members at P77K who work with ELLs. The school's assigned District Coach will provide support through mentoring teachers in designing and developing standards-based lessons and assessments and engaging students in the CCLS.

To assist students in their transition from elementary to middle school and from middle to high school, graduating classes take numerous field trips to the school they will be attending the following year. Related service providers, classroom teachers, cluster teachers and paraprofessionals are present to introduce students to their expectant schools and classes. Prior to said trips, staff members from both schools are trained in assisting students in making smooth transitions. This transition is also supported through the use of social stories, Mayer Johnson symbols, and visual schedules.

All non-ELL teachers are required to receive 7.5 hours of ELL training. P77K's Payroll Secretary keeps detailed records of Jose P. training completion for all teachers. Any teacher who has not completed the required number of hours will participate in Jose P. training as offered by the District 75 Office of ELLs. This training will address the specific needs of ELLs as well as methodologies and strategies that have shown to be effective in meeting those needs.

The Professional Development will be as follows :

January- using technology with ELLs,

February - effective collaborative teaching strategies

March- Using the Smartboards with ELLs

April- Using Joint Action Routines with ELLs

D. Parental Involvement

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

Information regarding assessments, Common Core Learning Standards, state standards, and our school program are discussed with parents during the Educational Planning Conference at the CSE level. Our school provided an orientation for all parents, including those of newly enrolled ELLs, in early September 2013 and interpreters were available for the event. P77K's Parent Coordinator holds monthly parent meetings to address needs and issues that parents have. Our Parent Coordinator also conducts a parent interest survey and uses the information provided to assess parents' needs and to plan future parent outreach. Surveys and ongoing information are offered to parents in their home language. Our goal is to increase our parent outreach and participation by offering parents training through New York State Association for Bilingual Education (NYSABE)'s Parent Institute and District 75 Parent Conference with utilization of translators. Additionally, related service providers and teachers will conduct parent workshops at each site to provide parents with the necessary tools and information to support their students' academic success and to improve the home-school connection. Topics for these workshops will include, but not be limited to, using augmentative communication devices, instructional intervention strategies, and appealing to sensory needs of students. Interpreters will be available for all face-to-face meetings at each site.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75K077**

School Name: **P77K**

Cluster: **752**

Network: **2**

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

Part A: Needs Assessment Findings

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

Home language surveys and IEP's are reviewed to determine language needs. Notes/notices sent home to families, other than English as their primary language are translated into their native language by staff members who speak, read and write those languages.

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.

Of the parents of P77K's 43 ELLs, 37 of them who speak Spanish, Haitian Creole, Russian or Chinese require oral translation. In-house staff members speak, read and write these needed languages and are made available to provide translation as needed. This information is disseminated at P.T.A. meetings. These services are made available whenever a non English speaking person visits P77K. The remaining 6 parents do not require translation; however, there are staff members available who speak French, Arabic and Polish, if necessary, Urdu and Bengali translators would be provided by an outside vendor should they be needed.

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.

P77K has translated key school documents into Spanish, Russian, Chinese and Haitian Creole by our staff for parental involvement activities (i.e., Family Support and Transition Conference held in November, Family Conference held in May, Parent/Teacher Conferences). At each of these conferences, interpreters are present to interpret for ELL parents. In the event that a new document needs translating, in-house staff members are available to translate it immediately. Additionally, should a document need translating into a language other than those mentioned, DOE Translation Unit would be utilized for this. Parents are alerted by adequate signage that translators are available for them.

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.

Among the staff members, translators are readily available for the majority of the needs of our students' parents. Identified staff members, such as teachers and paraprofessionals, will be freed from their instructional duties to translate for non-English speaking parents and will be replaced by another available staff member. In the event that a parent needs translating that is not available, an outside contractor would be utilized to satisfy this need.

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>.