

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

**DBN: (i.e. 01M001):**                   **75K141**

**School Name:**                       **P141K**

**Principal:**                           **MICHELE THORNTON**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level: Prek-11 School Number (DBN): 75K141  
School Type: District 75 Grades Served: PreK-11  
School Address: 655 Parkside Ave. Brooklyn NY 11226  
Phone Number: 7189410320 Fax: 7189413152  
School Contact Person: Michele Thornton Email Address: mthornt@schools.nyc.gov  
Principal: Michele Thornton  
UFT Chapter Leader: Joshua Wiles  
Parents' Association President: Z'nei Pierre  
SLT Chairperson: Simone sanchez  
Student Representative(s): N/A

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 1<sup>st</sup> Ave.  
Superintendent's Email Address: GHecht@schools.nyc.gov  
Phone Number: 2128021500 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: \_\_\_\_\_ Cluster Leader: \_\_\_\_\_  
Network Number: 754 Network Leader: Arthur Fusco

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michele Thornton	*Principal or Designee	
Joshua Wiles	*UFT Chapter Leader or Designee	
Z’nei Pierre	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joy Suarez	CBO Representative, if applicable	
Simone Sanchez	Member/ UFT	
Jennifer Mallamo	Member/UFT	
Cheree Cook	Member/ Parent	
Angeline Rosa	Member/ Parent	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

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

### **NYCDOE's Quality Review (QR)**

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

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

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Relationships between all members of the school community—including administrators, educators, students, and families—are based on social respect, personal regard, and integrity. Trust creates a school culture where teachers, principals, staff, and all members of the Department of Education value and respect each other. The school culture includes students and parents who trust and are trusted by their school. Once trust is established, true collaboration can occur and student achievement can continue to rise.

141K is a District 75 organization which is comprised of 4 unique sites within 4 shared campuses across three areas of Brooklyn in D14,16 and 17. The school has changed in the last few years moving to 98% alternately assessed students, with varying degrees of ability. Although the number of classes has not changed steady at 46 the ratios and the ages of the students have changed with more of a need for related support services. There are 385 students on register currently with the breakdown as follows:

Ratios: 12:1:4 2 EC classes 3 Elem classes 2 MS 1 HS  
12:1:1 3 EC classes 3 elem classes 7 MS  
8:1 :1 1 EC class 2 ms classes  
6:1:1 7 EC classes 3 elem 8 MS  
Pre K 2 classes 8:1:2  
Inclusion 2 classes 6<sup>th</sup> -11<sup>th</sup>

We flipped 3 classes this year from MS to early childhood and switched 1 class of 12:1:4 to 6:1:1.

We had a major staff change this year with 14 new teachers needing to be hired. There were 2 who became coaches, a few who retired, a few who transferred to charter schools, 3 who relocated to other states and a few who did not see our school as a good fit. With 28 new early childhood students entering our program we also had a need for more related service providers to meet the service mandates. We hired 6 new occupational therapists, 4 physical therapists and 4 speech therapists and assigned 3 new nurses. To meet the need and the demand for related services we created a position for related service coordinator.

For the last 2 years we have had a wonderful relationship with Material for the Arts. What started out as a residency program has grown into a partnership where they have given us a matching grant of services for the last 2 years. We were featured in an interview of the program and they have worked with the school on parent workshops and further developing speaking and listening skills of our students and collecting data to show growth in this area. This partnership will continue to grow and it is expected that they will be our partner for the afterschool program also. We have been participating in the EASE grant which has been a five year intensive professional development and arts linkage in order to improve academic readiness in our students k-3 using visual arts as a strategy. The partnerships have been very promising and the fact each partnership is willing to have workshops with our parents is an added bonus. Parents are able to use the strategies at home so there is a nice turnover of skills. This year we are fortunate to be one of the schools who has received a grant from Making Books Sing. We have been collaborating with them for a few years also, and will focus on structured play in the classroom for early childhood learners in order to facilitate communication, language and academic skills.

The last 3 years we have had a Saturday Academy provided to parents and students for a 6 week series. This is provided through our Title 3 program for ESL and the parents who do attend (Approximately 15) have always been very thankful for the strategies to use at home regarding behavior and adolescence.

Since we have shared campuses it is sometimes difficult to manage appropriate time in shared areas. We have been able to institute recess now in 3 of our sites on a daily basis. This time is needed for our students with disabilities to be like their general education peers. This gives them some skills and exposure to an environment they will experience later and works toward college and career ready skills. It also give all of our students an outlet, we have seen a difference in our younger students with autism who really need to get that sensory input and energy refocused. The related service teams at each site are instrumental as they work on individual skills with students during this time.

We have been focusing on building better teams and coherence across classrooms. The expectation is all staff will be engaging the students in academic and social learning. Each Chancellor's conference day we either start the day or end the day with a time for the classroom team to meet. This promotes what the team can take away to use specifically with their students. The teams have become stronger and the engagement in the classroom is improving. In order to highlight this practice, team time has been established where every other week the whole classroom team meets to discuss issues, concerns, teaching strategies and individualized plans and data collection for their students.



## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

95% of our alternate assessment students K-8 are on level 1 or level 2 assessments. The scores on R1 and R10 range from 3 to 100. The baseline results indicated were as followed : 125 of 240(55%) students on level 1 fell between the 20-80% range for Reading for information 1 and 135 (58%) of 240 students on level 1 fell between 20-80% in Reading 10. Thus the need to again focus on this area. In the positive range 105 of 240 hit the 100% mark on R1 and 100 of 240 hit the 100% mark on R10 so the instruction did reach a level with the students. However, there are students who have gone past level 2 and are able to read independently on reading levels A through D according to Fountas and Pinnell. For these students we need to increase their skills and their reading levels for independence. We are going to target these students with Fountas and Pinnell intervention systems while using ready gen to push more comprehension and text complexity.. The students move up levels in Fountas and Pinnell, and the levels have comparable lexile score conversion

### Part 2 – Annual Goal

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

By end of the 2014-2015 school year, all alternate assessment will increase their proficiency in reading skills as evidenced by a 5% increase over a baseline as measured by a student appropriate functional assessment ( Early literacy skills builder, SANDI/FAST, Attainment or Fountas and Pinnell levels.)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Distribution and coordination of the first curriculum unit aligned to D75 units, Unique, Ready Gen and 141K curriculum. 2. SANDI training and FAST training for the staff who are assessing the students. .	1. Each staff member received the materials – different materials	1. September 3, all staff received the materials. 2. Specific targets are	1. The administrative cabinet created the outline for staff and discussed it sept 4,2014... Ongoing

	<p>depending on your ratio and your grade level.</p> <p>6</p> <p>2. The fall Fast assessment is the baseline for all alternate assessment students</p>	<p>created to review on student portfolio checklists to see the growth towards FAST items. Portfolio 1 due Dec 16, # 2 is March 15 and 3 is June 20</p>	<p>.</p> <p>2. All classroom teachers are teaching ELA as part of their evaluations. Each teacher is a part of a team who is working towards meeting the benchmarks for their students. Assistant Principal will facilitate some PLC meetings and will facilitate team days where data and specific skills sets are targeted.</p>
<p>3. NYSAA training and collegial reviews established to ensure consistency of tasks linked to Standard 1 and 10. Saturday workshops offered.</p> <p>4. Schedules set up to allow for the Professional learning community meetings.</p>	<p>.3. All teachers of students grades 3 through 11, who must test students with NYSAA.</p> <p>4. Teachers of grades 3-11, since NYSAA should be reflective of the curriculum,</p>	<p>3. All baseline tasks must be completed by December 19 to allow for the instructional time and the retaking of task for scoring. All testing needs to be completed by February 4<sup>th</sup> window date of submission.</p> <p>4. October 1, 2014 continues through June 2015</p>	<p>Each site has a NYSAA liaison who is working in conjunction with the APs.</p> <p>4. Meetings are scheduled by AP and they goal is to attend 3 meetings a month.</p>
<p>5. Professional development toward Danielson's competency 2 and 3.</p> <p>6) 12:1:4 teachers needs to be addressed for a better flow of the day.</p> <p>7. Creation of units aligned to the Ready Gen curriculum</p>	<p>.5. Aps will see evidence and note it during informal observation cycles in the ADVANCE system for those they supervise. The feedback from the PD sessions will show Improvement.</p> <p>6. All teachers 12:1:4 at 380</p> <p>7. Teachers of</p>	<p>5. Saturday workshops offered every third Saturday at MS2. Chancellors conference days and team days scheduled in December, January, March and April.</p> <p>6) Teachers devised a plan of action in September, implemented</p>	<p>5. Principal , APs, peers who attend STIL institutes will present on various team days, staff conferences, Saturday workshops and chancellor conference days.</p> <p>6) Teachers , Related service providers , AP and Principal</p> <p>7) AP Petraglia at MS35 with teachers holding themselves</p>

	12:1:1/8:1:1 at MS35	by October 6,2014 ongoing tweaking 7. Start first unit by sept 15, create tasks in team meetings to be reviewed by AP December 19 and then administered again by March 15,2015 to demonstrate skills toward standard 1.	accountable. Small curriculum teams have been established to review and revise Ready Gen to create a unit for all to follow. Adapted checklists and tasks will be created to meet the needs of all our learners.
8. Specific reading and writing activities that can be adapted for use in all classrooms to be shared throughout the year. 9) Core elements to be reviewed and structured in all 6:1:1 classrooms as we know the structure these students need to learn best.	8.All teachers of 12:1:4 and 6:1:1 9. all teachers of 6:1:1	8. sept 8 structure was established. Team meetings daily started sept 15, caroline Musselwhite present Oct 1, adapted materials created by October 22 for 5 more texts. 9. Sept 2 at their sites, core elements were discussed. Ongoing opportunities for intervisitations and documentation of best practices.	8.Teachers of 12:1:4 and Principal 9. Teachers of 6:1:1 and AP MS Halperin

**Part 4 – Resources Needed**

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

- 1. Parent coordinator and administrative team made materials, paper and ink was needed as per TL supplies monies.
- 3. Per session funding for creation of tasks, review of MOSL materials, core curriculum initiatives and NYSAA collegial reviews. Citywide instructional planning 1500..
- Citywide instructional expectations 2000.. TL MOSL 1200. Per diem for professional development TL Core curriculum

2771. Para training sessions 3000. Per session funding.

4. Per diem coverage for the teachers to attend all day team meetings sessions

5 Consultant Caroline Musselwhite to do lab sessions to facilitate more reading strategies and access for all students to the curriculum \$6000.

4. Prep and per diem coverages to cover the instructional teams while they are in team time sessions.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
---	-----------------	--	----------------------	--	------------------	--	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

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

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

By Feb 1, all students will demonstrate increased reading ability as evidence by skills coded on anecdotal log sheets.

By March 1, IEP data collection sheet will show a minimum 3 goals mastery per individual IEP goals for each student.

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

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

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

With the students population transforming to a school with 95% students who are alternately assessed, there are different concerns. The students have more cognitive challenges and need more support in the educational environment. As previously stated we have also started the year with more early childhood classes which has its challenges as the students have not been exposed to structure in the past. Along with the fact we had so many new staff, including new related service providers, structures had to be streamlined so all were ready to provide a safe and comfortable environment for our students.

There is still a need to provide supports for our children and make them as independent as possible. We need to give them the vehicle to realize they are trying to be independent. We are still working to use low tech and assistive technology devices to continuously give the students their voice and skills to move toward independence through less restrictive settings or gradually decreasing the supports and prompting for communication.

According to the learning survey 43% of parents participated. They were all satisfied with the school expectations of their students, yet we still have a disconnect between how the students perform at home versus what they do in school. We need to bridge the gap and give the parents the skills to practice the same strategies at home.

- With new emergency preparedness training and new protocols developed, the cabinet worked together to create a structure that is common to all classrooms and all sites. The development of the daily Door has been established and is in full use in our classroom as a cohesives structure.
- Students are participants in the day and check themselves in and out of location on a skill basis, if they can do it independently they do if not the RSP does it for them. Students are aware of the procedures and can share them with others.
- All staff participated in a day of safety at their specific sites in order to instill a practice of injury prevention, correct reporting, process to get more intensive help and had the opportunity to raise any concerns they had of safety. Nurses logs, and General response protocols were just a few items covered that day. It certainly heightened the awareness of all stakeholders.
- All staff recognize the need for continued efforts toward independence for all of our students. Throughout the day you will see students asking for items, getting their meals in the lunchroom, stating what they want or need and giving their opinion. They have a choice when they ask questions and when they have conversations. They are free to express their opinions and their feelings.
- Students have an opportunity to request items whether it is for recess or club times or an item they want to work for

### Part 2 – Annual Goal

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

All students will improve in independent skills toward college and career readiness by participating in activities that foster choice and opportunities for expressing their wants and needs as evidenced in each student portfolio ,(including anecdotes, SANDI results, IEP goals, photo exhibit and student work samples.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ol style="list-style-type: none"> <li>1.Continuous procedures established for safety and accountability of students.</li> <li>2)Staff will meet to create a homework plan for each grade level and or population to embed reading skills and choice into their daily actions with their children at home.</li> </ol>	<ol style="list-style-type: none"> <li>1.All students all staff</li> <li>2. All students</li> </ol>	<ol style="list-style-type: none"> <li>1.Continuous, Sept 2 opening day, Oct 22 schedule change, implemented daily door procedures by Nov 1</li> <li>2. Meetings to take place December 15,2014, implemented beginning Jan 2015 with follow up meetings the 15<sup>th</sup> of each month to see the progress and feedback from parents.</li> </ol>	<ol style="list-style-type: none"> <li>1.All supervisors and all staff</li> <li>2. CHT team – core homework team, made up of 4 RSPs , 4 teachers and a supervisor.</li> </ol>
<ol style="list-style-type: none"> <li>3)Teachers will focus on <b>choice and voice</b> in team meetings with colleagues in order to work on embedding these ideas into their planning.</li> <li>4)Parent workshops on how to use visuals to create a positive morning routine. Giving the language for process.</li> </ol>	<ol style="list-style-type: none"> <li>3.All students</li> <li>4. Speech providers of 6:1:1 to focus on 6:1:1 students</li> </ol>	<ol style="list-style-type: none"> <li>3.12:1:4 teachers started as of Oct 1, all other teachers Jan 5,2015 through Jun 2015</li> <li>4. Individual sessions started in October and</li> </ol>	<ol style="list-style-type: none"> <li>3.All staff members.</li> <li>4.Speech team with Ms Halperin AP.</li> </ol>

		November, larger training in February.	
5)Team time meetings will address the ways in which students can be given choice and ways to document it correctly in anecdotes.	5.All teaching staff	5.Ongoing ... full implementation of agendas as of Jan 5,2015	5.All staff members and the cabinet reviewing agendas, and porrtfolios
6)Teachers of 12:1:4 will share their implementation of the 8 flip books for visual representations of commenting and questioning through use of The Alternative Pencil (regards of Caroline Musselwhite)	6.Key personnel from12:1:4	6.October Saturday session 10/18, 11/4/14, team day 12/12/14, monthly extension meeting 1/5/15	6.Principal and Aps.

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Supply money (OTPS 3000. More laminating items and symbols) board books, per session funding for adaptation (2000.) Per diem coverage for Team day structures) More staff development by Caroline Musselwhite or Ablenet company for adaptations and assistive technology. Equipment money ( 14,000 for computer technology as often students want to use IPAD or computer for reinforcement.

#### **Part 5 – Budget and Resource Alignment**

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
By February 1, 2015 submittal of anecdotes for each student will show 5 pieces of evidence of students sharing their voice.				
By March 1, 2015 50% of informal observations from 1/5 through 3/1 will have evidence of students choice or voice indicated with relation to 2a, 3b,3c or 3d.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Our Dashboard from Advance showed 3B and 3D as areas of need for many of our teachers. 61% of the teachers fell in the developing or ineffective range in these areas. However many of these teachers have also left the school which decrease the number to approximately 45%. With that new information it still leaves us with an area for professional development. Engagement of all students at all times has and will continue to be a push in our organization as it is what drives our mission. The new teachers hired this year will need the work in these competencies.

According to the Learning Environment survey, which was only 43% of our teachers 74% of them said they were provided time for collaboration among teachers , 95% of them said they work together on teams to improve instructional practices, but then it was stated only 57% state that professional development included opportunities to work productively with colleagues in the school. Although the learning survey gave some information it was not very clear. Either way there needed to be a better structure in place for teachers to collaborate across grade levels, ratios and across sites.

High-quality instruction is the strongest influence on student achievement. We will help teachers acquire skills and expertise by providing opportunities for them to develop, grow, and learn from peers and experts. Teachers must be committed to student success and driven to improve their schools. Strong teachers innovate and hone their practice through continuous learning and frequent professional development

### Part 2 – Annual Goal

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

By June 2015, teachers will improve in teacher effectiveness in domains 2 and 3 as measured by low inference evidence recorded in formal observations and /or partial walkthrough reflected in Advance system.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

Teachers will work together in teacher teams to align their practices and develop strategies for their learners.	All teachers	Ongoing weekly meetings	Each team has a facilitator and AP will attend at least 3 meetings a month.
One Saturday a month will be used to foster collaboration and teacher suggested professional development and opportunities to create best practices.	All teachers invited	One Saturday a month and 4 Sundays	Instructional supervisor to devise a pd session of needed otherwise it is teacher directed and supported.
MOSL team and STIL team will offer turnkey sessions after their meetings. Aps and Principal will offer pd sessions to individual teachers, as well as creating team days if need be.	All teachers	When staff are available and also on monthly meeting extension	Teacher directed and supported by supervisors.
New teachers will attend new teacher orientation and be given a mentor.	All teachers	Session was offered in August	Principal will review mentoring hours in the system.

#### **Part 4 – Resources Needed**

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

Creation of MOSL team and planning sessions(CIE and MOSL money 12000., adapted materials OTPS,( 5000.) Attainment curriculum, Unique curriculum, Ready gen curriculum,(NYTL monies 46,000.) per session money for per session meetings, training rate money and coverage monies for substitute teachers to cover during pd sessions.(25,000.)

#### **Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
---	-----------------	--	----------------------	--	------------------	---	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

#### **Part 6 – Progress Monitoring**

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

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

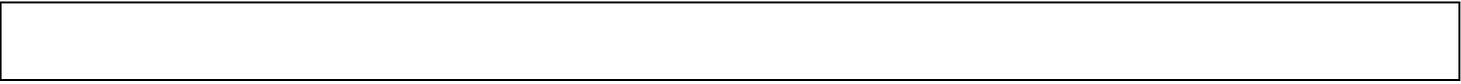
By March 1, 50% of teacher who had a developing in domain 3b will move to an effective.

By March 1, 75% of teachers who had an ineffective in domain 3d will improve to developing

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

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



## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

The principal sets the tone for the school, develops a climate of inclusiveness, and inspires staff and students with a clear vision for student achievement. The goal of a strong school leader is to build coherent instructional and social-emotional support that improves student achievement. School leaders support teacher development by consistently offering professional development opportunities and providing meaningful feedback. They seek input through regular meetings with all members of the community..

Due to the new ADVANCE system and the citywide instructional expectations, a need for frequent observations and feedback is necessary to ensure quality of instruction. Due to turnover, we needed to hire 12 new teachers to our organization. For new teachers it is imperative instructional supervisors get into the classrooms to insure student growth as well as provide additional professional for the development of these teachers. Teachers need more professional development in competency 3e, to collect appropriate data as evidence of growth. The growth must be linked to SANDI assessments, FAST data, Common core performance tasks and IEP goals.

Teachers still need work in the area of assessment and data collection with component 3d displaying 72% developing.

### Part 2 – Annual Goal

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

By June 2015, all students will improve learning outcomes by meeting a minimum of 5 IEP goals as evidenced by IEP data collections sheets and /or IEP progress reports.

All teaching staff will participate in a minimum of 12 team meetings (including PLC meetings, team time meetings, team day structure , small workshop series, lunch and learn, STIL meetings, Saturday workshops, intervisitations)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			

<p>28. Activities that address the Capacity Framework element of Trust</p>			
<p>1) Using ARIS learn, professional development sessions, PLC meetings and afterschool sessions, staff will be further engaged in the work of Danielson and her frameworks for teaching which will in turn improve student outcomes. Implementation of running records, performance tasks, d75 units of study, and rubrics will be used with the students to continue to engage for instruction.</p> <p>2) Advance coach to present specific domain targets to prepare teachers for competency 3e and for submission of appropriate artifacts for evaluation to cabinet and to teachers.</p> <p>3) MOSL support specialist to present smart plans for teachers to meet students instructional needs.</p> <p>4) Professional development sessions bi weekly, at staff conferences, team days, Saturday sessions and chancellor conference days.</p> <p>5) Principal will also meet with APs for calibrating sessions, norming procedures, walkthrough debriefings with/without talent coach and cabinet discussions based on patterns and ideas for Professional development sessions.</p> <p>8. New teacher orientation to share all areas of assessment with staff.</p> <p>Intervisitations set up to see specific strategies in use, to view physical structures and plans in class</p> <p>9. Anecdotal log system to be created and used across all calssrooms, and settings to align with students growth and to be coded for evidence.</p>		<p>1 Saturday workshops offered every third Saturday at MS2. Chancellors conference days ,Sept 4,2013, November 5 2013 June 7 2014 and team days scheduled in October, tentative dates for December, January, March and April.</p> <p>2 Weekly meetings with AP at IS71 and MS2.. 10</p> <p>3 Weekly meetings with AP at P380 and MS35 for professional development and PLC wrap-ups.</p> <p>4 Cabinet meetings every 2 weeks to discuss next steps.</p> <p>5 ADVANCE talent coach to provide job embedded support to the cabinet four times throughout the year.</p> <p>Ongoing – list of days and reports will be submitted at end of year.</p>	<p>1. Aussie coach, F status school based coach ,Assistant Principals, mentors, district coach sessions, outside consultants and related service providers will work together as teams to familiarize themselves with Danielson’s frameworks to meet students needs.</p> <p>2. ADVANCE coach to provide sessions to teachers.</p> <p>3. MOSL support specialist and f status coach to present to teachers. F status coach to turn key to other sites.</p> <p><b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></p> <p>1. Formal observations will be reviewed at cabinet to ensure calibration of observation tool and the next steps of instruction.</p> <p>2. Cabinet meetings will analyze the areas of strength and weakness and provide professional development as needed.</p>

		<p>6 Teacher effectiveness program team meetings to get information and clarity to staff. Sept 4, Nov 5, Dec.16 other dates to be announced. The meetings end with next steps and questions for cabinet team members who turn key them appropriately to get more resources for the staff and students if needed.</p> <p>7 Consultant Carol Musselwhite to work in Spring on adapting all classrooms for access to all8. Feedback forms were created and collected from these sessions to meet the needs of the new teachers. A support network was formed, and the same mentor is assigned to many at the same site .</p>	


**Part 4 – Resources Needed**

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

- 6. Per session monies used for teams to meet, MOSL funding, CIE funding, Core Curriculum funding and per diem coverage. See goal #1
- 7. Educational consultant 16,000. Purchase order.
- 8. NYSTP voucher system to provide more computers and IPADs to establish more engaging activities in classes.

**Part 5 – Budget and Resource Alignment**

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

	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
--	-----------------	--	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

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

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

--

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	--	--	-----	--	----

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

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

The targeted group is made of all alternate assessment students. Each of these students are mandated for minimum of 2 speech sessions a week. They all have a deficit with communication, especially within an academic context. SANDI assessment denoted the level of area for FAST assessment. Of the 384 students who were tested in FAST 257 of them had a communication scale score below 200 that is approximately 66%. OF the students scored on Level 1 FAST 185 of the 226 are below 150 approximately 80%. For this reason it is a focus for instruction. Students are able to relate to the musical components of Materials for the ARTS and EASE instruction activities to integrate these skills into their toolbox. When students are surrounded with music and art students need to express themselves increase. These emotions can foster new language and allows again for choice and the need to express their wants and needs in this venue. When parents have access to the strategies and practice these items at home in reinforces the need to use their voice and more importantly to have their voices heard.

- Individual training sessions occur with parents and the related service teams to offer support strategies at home.
- Pupil personnel team meetings take place with the team in order to develop individual plans for students that may need more specific planning and an individualized schedule. Team members work with parents to explain the plan and have home connection.
- Parents are invited to the arts and music assemblies to see their students perform and use their skills.
- Individual students have school jobs to expose them to more people and different experiences to use their voice in generalized settings.
- Open house sessions are offered in September to see the class at work, meet supervisors and parent coordinator.
- Weekly communication logs are send home weekly to have parents better understand what their student is doing in school.
- Phone messengers and clear communication envelope system is used to maintain communication with parents to the school.
- We are striving to have more face to face meetings with parents as we have yet to meet all our parents.

Schools create welcoming environments for families and take advantage of community resources to enrich the civic life of the school. The staff of a school welcomes, values, and incorporates families and the larger community into inclusive schools and classrooms. Schools have a commitment to build strong partnerships with business and community-based organizations that enrich the school and the entire school community.

### Part 2 – Annual Goal

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

By June 2015, all alternate assessment students from K-8 participating in ARTS (including but not limited to EASE, Material for the Arts residency, Making Books Sing, scheduled visual Art class ) will increase their proficiency in speaking and listening as measured by a 5% increase in Speaking and Listening items as assessed by FAST.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11 1.Students will participate in activities with the EASE artists minimum of 8 sessions per term.  2) Staff attend the training and implement strategies in the class.	1 Level 1 EASE K-5 @ 380,2,35 at P380,MS35,Ms2.  . . Staff who support k-5	1) Resident artists come weekly starting November 2014 through June 2015  . . . 2) Teachers are on different levels and attend training accordingly through EASE program. Grant is a pd grant level 1 and level 2 teachers attend 4 sessions, level 3 attend 2 sessions of PD.. Paraprofessional teams were trained June conference day 2014 and also on November 4,2014	1. EASE resident artists who assist the classroom teachers to use the EASE strategies in instruction, classroom teachers, cluster teachers, related service providers who push into sessions and also t paraprofessionals who have also been trained in the curriculum.  . 2. EASE resident artists who assist the classroom teachers to use the EASE strategies in instruction, classroom teachers, cluster teachers, related service providers who push into sessions and also the paraprofessionals who have also been trained in the curriculum. Assistant Principal will facilitate appropriate rubric.
Parent workshops are created and facilitated to meet the group needs and to provide communication strategies for parent use with their children. Parents are given opportunities to assist up in preparing for college and career readiness by assisting them with advocacy skills and resources to advocate for their students. Parent workshops	All parents and family members of our students.	Ongoing training sessions, a minimum of once a month with repeat opportunities to	Parent coordinator creates the session dates with outside vendors, in house presenters are coordinated

<p>are included but not limited to :</p> <p>Agency information session by Parent To Parent of NYS</p> <ul style="list-style-type: none"> <li>• F.B.A &amp; B.I.P</li> <li>• Understanding how the I.E.P was designed to help your child</li> <li>• Transition</li> <li>• Met Life</li> <li>• O.P.W.D.D "Front Door" Session</li> <li>• Transition &amp; Articulation</li>   <li>• John Huth (Brooklyn Public Library)</li> <li>• Grandparent Resource Center (Department of Aging)</li> <li>• Heritage &amp; Human Services (MSC workers)</li> <li>• Material for the Arts</li> <li>• Autism 101 (<b>3 day workshop</b>)</li> </ul>		attend at another site.	between Principal and Assistant principals.
<p>3) Students participate in music and visual arts sessions with <b>Material for the Arts</b> residencies. The staff will meet weekly to discuss the goals of the students. Each class will be recording data on engagement and communication during the music sessions. Both areas are reflected in SANDI assessment and link to SL1 component of FAST</p> <p>4) EASE PD plan and program has a family component, where the staff offer a workshop for the parents around the activities.</p> <p>5) Students participate in GRTL a minimum of three times weekly which assist with the focus of communication and academic skills.</p> <p>6) Speech providers should be reviewing the data for each of these students to align speech skills sets to the academic work and communication skills of the students and the standards.</p>	<p>3. MFTA students who are on level 1 and 2 will be targeted. Data will be recorded once a week for each student and evaluated against a rubric</p> <p>4. All parents are invited to the workshop</p> <p>5. students in early childhood and 6:1:1 classes.</p> <p>6. All students k-8. Speech team and AP at each site should review . the data to see progress</p>	<p>3) MFTA residencies begin October and proceed through June 2015.</p> <p>4. It is offered in Spring during a March Parent association meeting and again at an SLT evening meeting in April .</p> <p>5. Program was reviewed with staff in September 2014 data is recorded in system monthly, GRTL reviewed at PLC meetings and cabinet meetings on monthly basis.</p> <p>6) . Data review meeting scheduled for the 20<sup>th</sup> of each month with AP</p>	<p>3. Classroom teachers, paraprofessionals, Residents Joy and Louie, and related service providers assist and collaborate to create meaningful activities for students.</p> <p>4. Lead EASE staff member due to the fact it is a pd grant in order to build capacity along with EASE resident. Classroom team, related service providers and AP facilitate with translation of the data.</p> <p>5. School facilitator attends the meeting and creates a newsletter to inform the staff of changes to programs and</p>

		and speech team.	activities for home use. 6. Any speech teachers who work with the students so they can collect data . Speech team and AP at each site should review and set up JARS routines to practice some of the skills targeted
--	--	------------------	---

**Part 4 – Resources Needed**

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

1. EASE grant started 4 years ago. We do not fund the per diem coverage for trainings, nor encumber art materials but do pay coverages for some debriefing sessions, TL instructional funds \$2000.
2. MFTA purchase order 10,000 TL Project arts- OTPS monies. We have received a matching grant again this year so they work through June with us on the goal.
3. GRTL TL instructional supplies OTPS 1600. DVDs 1600 consultant program and per diem coverage for 16 pd sessions 2400.
4. Per diem coverage for teachers who attend a team day session . \$6000.
6. Saturday academy of Title 3 is used to also support parents and students towards meeting this standard of Speaking and Listening.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
---	-----------------	--	----------------------	--	------------------	---	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

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

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

By February 1<sup>st</sup>, data will show a 3% increase in speaking and listening skills for the participating students from the rubric.

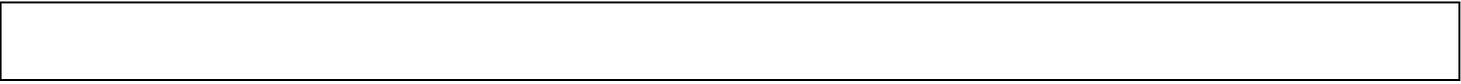
By February 1<sup>st</sup> there will be an increase in focus for 70% of our students who are participating in GRTL program.

By February 1<sup>st</sup> teachers will write a narrative showing increased participation by students in EASE as evidenced by anecdotal forms. {The EASE data system is not accessible to use as matched or unmatched data.}

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	--	--	-----	--	----

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



**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Any students in level 1 or level 2 in SANDI/FAST.	Fountas and Pinnell assessments, alternative pencil strategies are used to improve decoding and fluency for the struggling readers. Teacher schedules are developed with the students in mind. Repeated storyline as used in Attainment are used with adapted books.	Small group instruction is used to target skills in writing based on ELA and SS performance tasks.	During the school day, and afterschool for 12 students.
<b>Mathematics</b>	Any students in level 1 or level 2 in SANDI/FAST	Go Math, AbleNet Equals, Attainment math materials are used for added practice, and scaffolded support for the students who are missing foundational skills.	Small group instruction is used to focus students on specific skills.	During the school day
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
--	---------------------------------	--	---	--	--------------------

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### Part 4: SWP Schools Only

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>141</b>
School Name <b>P141K</b>		

### 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 <b>Ms. Thornton-Mannix</b>	Assistant Principal <b>Ms. Meek</b>
Coach <b>Hilary Hodes</b>	Coach <b>type here</b>
ESL Teacher <b>Joanne Glaski</b>	Guidance Counselor <b>Ms. Valentin</b>
Teacher/Subject Area <b>Melida Gaertner, ESL</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Patricia Lysius</b>
Related Service Provider <b>Monique Wheeler</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Arthur Fusco</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>398</b>	Total number of ELLs	<b>73</b>	ELLs as share of total student population (%)	<b>18.34%</b>
--	------------	----------------------	-----------	---	---------------

# 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	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	73
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	13

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	0	0	16	0	0	13	0	0	73

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		
<b>Total</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>73</b>
Number of ELLs who have an alternate placement paraprofessional: <u>15</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
<b>TOTAL</b>	<b>0</b>													

\*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
<b>TOTAL</b>	<b>0</b>																			

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

**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	4	4	4	2	4	5	7	2	7	5		1		45
Chinese		1	1			1			1					4
Russian										1				1
Bengali	2		1				3	1	1	1				9
Urdu														0
Arabic			1			1	1	1	1					4
Haitian	1						1		2					4
French							2							2
Korean														0
Punjabi								1						1
Polish									1					1
Albanian														0
Other	1								1					2
<b>TOTAL</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>14</b>	<b>4</b>	<b>14</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>73</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														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>B</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					0
4					0
5					0
6					0
7	1				1
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA	24		24	
NYSAA Mathematics	24		24	
NYSAA Social Studies	1		1	
NYSAA Science	0		1	

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.

All ELL students except for one seventh grader who is standardized assessed, at P141K, are in alternate assessment. At P141K, we use the NYSAA, FAST, SANDI assessment as well as Fontas and Pinnell with our students, including the ELLs. The FAST and SANDI are

hand scored by the teacher who works with the student. The FAST and SANDI assess a continuum of early literacy skills/. They contain observable traits that assess reading skills at the early level. These assessment results are very helpful to the classroom teacher from one year to the next as it can describe the functional academic level of the student in a classroom setting. The one seventh grader is assessed with the Math Scantron, Fountas & Pinnel Reading as well as the NYS ELA and Math Exams. Upon examining the results of the data from the assessments the school can implement curriculum, lessons and units to meet the academic needs of students as well as develop accurate annual measurable goals for the the students' IEPs. The data results aslo provide information about ELLs by that they obtained early literacy scores at the same level as monolingual peers.

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

As we examine the patterns across the four NYSESLAT modalities, speaking is the strongest followed equally by listening, then reading and finally writing being the weakest modality. When compared to the data patterns of the LAB-R, speaking is the stronger modality as compared to reading. Data patterns across proficiency levels of the LABR and the NYSESLAT are the same. Students perform with similar scores on each of the two assessments.

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

After analyzing the patterns across NYSESLAT modalities, teachers will emphasize writing tasks that support the skills tested on the NYSESLAT during instruction. Writing, as assessed by the NYSESLAT is the modality that requires the most remediation for our students. All students who were evaluated with the LAB and LAB-R scored as Beginners, consistent with the results of the NYSESLAT. All the ELLs at P141K who are in the Alternate Assessment program are not participants of the NYS Periodic Assessments in ESL, however, they all participate in the NYSESLAT.

P141K uses information about AMAOs. The data yielded can easily be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The AMAO tool will allow P141K to easily copy data form ATS reports and calculate AMAOs. The Early Warning Indicator feature added to the tool will track factors that have been shown to lead to risk of lower academic acheivement in ELLs. Such factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. P141K will also use the AMAO tool to identify trends and pockets of success and investigate the programmatic and instructional differences between groups of students who consistently progress toward proficiency and those who do not.

4. For each program, answer the following:

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

P141K has an ESL program with a push in/pull out model. As indicated by the NYSESLAT and LABR scores, all the students in grades K - 6 are in the beginning range of English language acquisition except for two students whom are at the intermedialte level. In grades 7- 11, all students are at the beginning level of English languge acquisition except for two whom are at the intermediate level and one being at the advanced level. On the NYSAA, ELLs scored comparable to their monolingual peers in alternate programs.

The school leadership and teachers will access ARIS to view the test results of the NYSESLAT and any other type of formal assessment results pertaining to each child. School leadership and teachers can analyze the data and scores to assist in creating meaningful and relevant instruction that addresses the individual needs of the student based upon their IEP. Furthermore, school leaders and teachers can use the resource of ARIS to veiw the periodic assessments conducted with ELLs and align instruction that addresses the strengths and academic needs of each student. From reviewing the NYSESLAT data, teachers can make choices of how to adapt curriculum and daily lessons that address the skills that require remediation.

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](#).)

Paste response to question here:

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

All subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training or whom are awaiting placement for the Jose P training. Professional development offered by the ESL teacher, Joanne Glaski, will be completed by the subject area teachers and such ESL methodologies as TPR, CALLA, Language Experience Approach, Natural Approach, graphic organizers, scaffolding and multi sensory approaches used in conjunction with augmentative devices paired with Mayer Johnson symbols will be discussed and taught to the teachers. In addition, mutisensory and

multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds.

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

N/A

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

The assessment of the programs for ELLs is assessed during the NYSESLAT which is given each spring. In addition, the ESL students will be assessed once each quarter with a teacher made checklist that addresses the goals on the IEP for each child. Such checklists evaluate each students individual skills and needs and the teacher will direct instruction to meet the needs of each students needs.

## 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](#).)

When new students arrive at P141K initial ELL identification is done at the CSE. After a language other than English spoken in the home is determined, the student is eligible to take the LABR. If the student does not pass the LABR in English, and if the student is Spanish speaking, he/she will take the Spanish LABR. In some cases, when a new student arrives at P141K without a home language survey, the certified ESL teacher(s) Joanne Glaski and Melida Gaertner, conduct the Home Language Identification Survey, which includes an informal interview in English and in the native language of the parent. Several languages other than English are spoken by the pedagogues at P141K and they are; Haitian Creole, Yiddish, Spanish, Russian, Albanian, Chinese, Polish, Arabic, and Bengali. These pedagogues will speak in the native language of the student and conduct the Home Language Survey. Upon assessment of the interview, the New York State permanently certified ESL teachers at our school determine the home language of the incoming student. When another language is spoken in the home and understood by the student, he/she is eligible to participate in the LAB-R, if he/she has not done so at the CSE, which is administered within the first 10 days following the first day of entrance. If the student does not get a passing score on the LAB-R, and if they are Spanish speaking, the Spanish LAB is administered to assess their Spanish language proficiency. Upon evaluating the score on the LAB-R, it is determined if the student is eligible for the ESL program. Students are also identified by utilizing the ATS report RLER and RLAT which identifies students who are eligible for the LAB-R and those who participated in the NYSESLAT while attending other NYC schools.

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.

Options for special education at District 75 are discussed at the CSE and are aligned with parent request. Through the school's Parent Coordinator, Pat Lysius, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

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

Paste response to question here:

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.

To annually evaluate the level of English of ELLs at P141K, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs. This test is administered by two certified ESL teachers, Melida Gaertner and Joanne Glaski. Procedures for ensuring that the four components of the NYSESLAT are administered include testing all students who are enrolled in ESL. Each student regardless of their disability will be given an opportunity to participate in all four components of the NYSESLAT. The ESL teachers will keep a list of all the students and record that all four components of the NYSESLAT have been completed by the student.

Depending on the score, students may be at beginner, intermediate, advanced or proficient level. ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYS Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers.

Students at the advanced level will receive 1 unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

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.

Procedures for ensuring that the four components of the NYSESLAT are administered include testing all students who are enrolled in ESL. Each student regardless of their disability will be given an opportunity to participate in all four components of the NYSESLAT. The ESL teachers will keep a list of all the students and record that all four components of the NYSESLAT have been completed by each student.

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. 

Options for special education program selection at P141K, District 75 are discussed at the CSE and are aligned with parent requests. The program models of ESL, push in/pullout are offered at our school. In the event a parent requests a bilingual class, a bilingual paraprofessional is assigned to that student and ESL classes will be added to the student's program. This paraprofessional will speak the same native language as the student as well as English and offer interpretation in the classroom during content area instruction as well as communication with parents of the child. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

## 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])?

The ESL program at P141K is a push in /pull out model. Our ESL program is composed of 73 ELLs. 72 of whom are assessed using the NY State Alternate Assessment (NYSAA). One student is assessed with standardized assessments. Of the 73 students who are ELLs, 14 have IEP's that request a bilingual class. These fourteen ELL students are in Alternate Placement . Students in an Alternate Placement setting receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Each student is served according to their IEP. When creating ESL groups, the ELLs are grouped heterogeneously, but no more than three years difference in chronological age.

The ESL teachers will collaborate with the elementary cluster/classroom teachers of the ELL students during the common preparation periods that exist twice per week. During these planning periods, each teacher will create materials, plan assessments and lessons and also evaluate past lessons. At the high school level, common preparation periods are provided to enable ESL teachers to plan curriculum and units of study three times per week. The ESL teachers will provide to students using strategies such as TPR, graphic organizers, Language Experience Approach and text adaptation. Also, ESL will be provided through a combination of push in and pull out models of instruction at the elementary level, and as a push in model in the high school. Additionally, instructional materials which are both grade and age appropriate include content area books, Rigby (On Our Way To English), Penguin Adapted Novel Sets, teacher made adapted books, Mayer Johnson picture symbols as well as an array of augmentative communication devices. Such devices include cheap Talk, Step by Step, Tech Talk, Go Talk, and Communication Skills Builder. At the elementary level, trade picture books are adapted with picture symbols, textured materials, props and puppets, so that language acquisition will be fostered and meet the diverse needs of the student population. P141K's teachers and paraprofessionals serving ELLs will also be supported through Coaching services provided by the district's instructional coaches. In addition, P141K will encourage the attendance of Bilingual, ESL and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs. Teachers will demonstrate self learning and professional development by attending off site workshops. With support, teachers will model academic language and consistently spiral language so that students language proficiency grows. Evidence of student work displayed in each language and class libraries are clearly defined. All students in bilingual classes receive the number of units of ESL in instruction as required by CR part 154.

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)?

ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. In high school (grades 9-12), students at the Beginner level will be provided with 540 minutes of ESL per week. Those at the Intermediate level will have 360 minutes per week and Advanced students will have 180 minutes of ESL and 180 minutes of ELA. Students will be grouped according to English Language proficiency based on their score obtained on the NYSESLAT. Group size will be maximized while maintaining student staff ratios specified on each student's IEP. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, digital camera,

recording devices etc., will be incorporated to give the students additional instructional support. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress. If eligible, students will be administered the Spanish LAB to determine the proficiency of their native language. There are also bilingual psychologists available for annual reviews, who may speak one of the languages listed: Spanish, Bengali, Chinese, Arabic, Yiddish, Russian, Albanian, Haitian Creole, Greek or Polish.

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

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, and graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology and augmentative communication devices paired with Mayer Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in Alternate Assessment additional instructional support. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. :

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

Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction. At P141K we have bilingual picture books and materials. These materials are read by bilingual staff to the students who share the same native language. Many times throughout the day the bilingual ESL students will participate in verbal dialogue with a staff member (paraprofessional, counselor, teacher or administrator). A staff member is always available to provide interpretation for the student or parent in their native language

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

ESL students will be assessed each quarter with a teacher made checklist that addresses the goals on the IEP for each child as well as measures the student's listening, reading, writing and speaking. Such checklists evaluate each student's individual skills and needs and the teacher will direct instruction to meet the needs of each student.

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).

Instruction is differentiated for ELLs with severe disabilities and more adapted books need to be added to the classroom libraries. Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP. Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP.

Currently we have 44 newcomers and they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. The classroom teacher will be offered additional support and continuous consultations with the ELL teacher. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, Title III Saturday Academy program and participation in clubs, such as student government will be offered to SIFE students. ELLs continue to receive support and reinforcement of their expressive language development through the use of Picture Exchange Communication System (PECS) and their receptive language development through the use of Goosen's Aided Language Stimulation, ALS, (integrates symbols into daily classroom and group activities). Overall, communication skills are addressed through other forms of Augmentative and Alternate Communication (AAC) systems.

At this time we do not have SIFE students, but if and when we do we will offer communication in the Native Language in both

written and verbal form, mandated ESL services, a buddy system, peer tutoring, and Title III Saturday Academy to each student.

Students characterized Extended servicable ELLs have been receiving ESL services for a time more than 3 years, but less than 6(4-6 years). At this time we have 17 such ELL students. Such students, serving 6 years or more and those with 4-6 years will be supported with services from an ESL teacher, and instruction will be provided to coincide with the students IEP goals and objectives. At this time we have 12 such students. At P141K, ELL students receive an extension of services for ESL until they score proficiently on the NYSESLAT and until the IEP reflects that they no longer have ESL for their individual program.

At P141K, ELL students receive an extension of services for ESL due to their individual and specific education needs. Two fully certified ESL teachers, Joanne Glaski and Melida Gaertner, provide support and academic intervention to these students for at least 150 minutes per week. These teachers use various ESL methodologies, such as: Total Physical Response (TPR), Language Experience Approach (LEA), Cognitive Language Learning Approach (CALLA), graphic organizers, and manipulatives such as Mayer Johnson picture symbols to represent words and actions.

Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. The use of ESL strategies, scaffolding, classroom libraries in English, as well as the use of ESL Standards, are all an integral part of the instruction of our ELLs.

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?

To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYSESLAT Standards as well as the CCLS and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, digital camera, recording devices, etc., will be incorporated to give the students additional instructional support. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress. If eligible, students will be administered the Spanish LAB to determine the proficiency of their native language. There are also bilingual psychologists available for annual reviews, who may speak one of the languages listed: Spanish, Bengali, Chinese, Arabic, Yiddish, Russian, Albanian, Haitian Creole Greek or Polish.

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 ESL teachers create an individual academic intervention plan for ELL students' success and achievement through consultation with the homeroom teachers, related service providers and support staff. students additional instructional support. These researched based programs include the Smart Board interactive system, software programs (e.g. Reader Rabbit, I spy, Teach Me Nouns, Same and Different, School Zone Alphabet, Edmark Reading, Brain Pop, Star Fall, PBS Kids, Getting Ready to Learn, Head Start, More Starfalls Math, AuditoryMemory for Quick Stories and the Pearson Longman ABC Story Book series). The ESL teachers create an individual academic intervention plan for ELL students' success and achievement through consultation with the homeroom teachers, related service providers and support staff.

### 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:			

### 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

Science:				

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

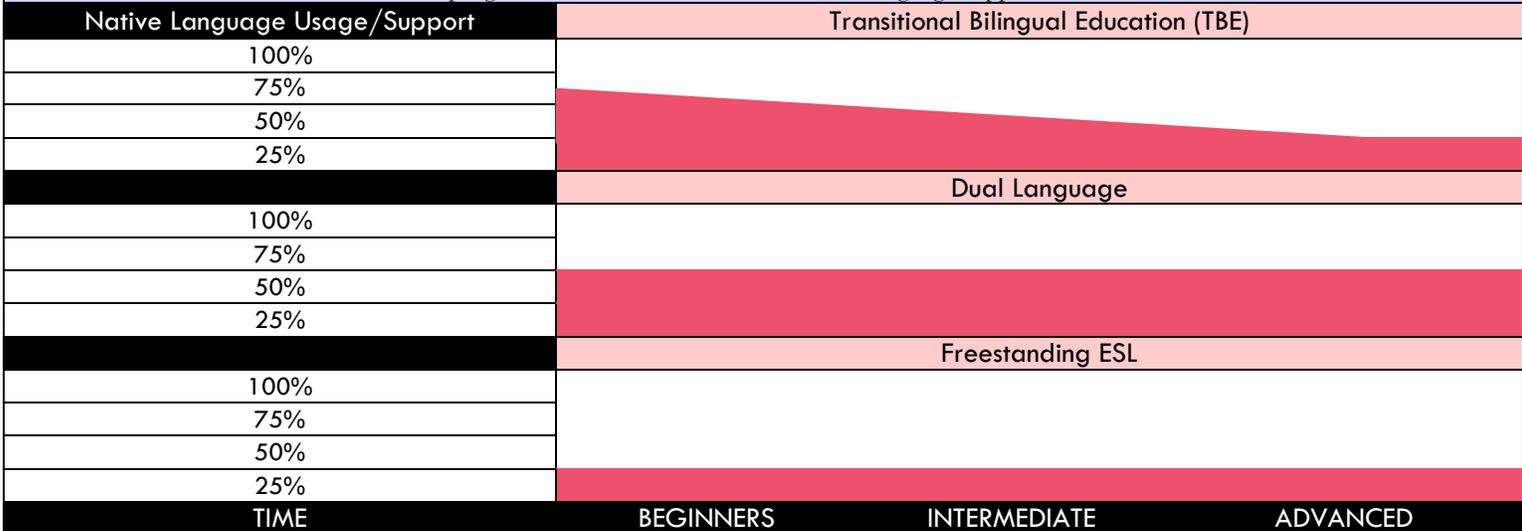
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

At P141K the intervention programs offered for ELLs in ELA, Math and content areas such as Social Studies and Science are in school AIS services and the Title III Saturday Academy. These programs provide additional instruction and remediation in the content areas as well as in Math and ELA and targeted skills are aligned with CCLS. Throughout the day, ELLs who are deemed to be struggling and in need of academic support, are assigned a teacher, who is on their professional options period, to work with. The teacher and student will have an individual tutoring session for about 50 minutes and will instruction will commence as per student needs as discussed at the September planning conference with the student's homeroom teacher and parent. Each marking period student assessment will occur and through another planning conference, the student's program and progress will be evaluated and adjusted as necessary. Services will be offered in the student's native language and in English.

The Title III Saturday Academy provides four hours of supplemental instruction, at least five times per year. In this program, students are taught by an ESL teacher in a classroom setting that follows the teacher/student ratios of the individual IEP. Topics of content area instruction are provided in English and the native language by a bilingual paraprofessional who speaks the same native language as the student.

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 program consists of content area instruction that follows the NYC and NYS CCLS for all subject areas. In addition, when students indicate a Bilingual program according to their IEP, students in an Alternate Placement setting receive additional support in the native language and English from a paraprofessional who speaks the students' native language. Each student is served according to their IEP. Students will benefit from the development of their native language and that of English.

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

For the 2013-2014 school year P141K will conduct the Title III Saturday Academy which provides supplemental instruction to all ELL students after school and on Saturday.

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

At this time, no programs/services for ELLs will be discontinued, but ELLs will have the opportunity to participate in the Title III Saturday program which is a supplemental language enriching program occurring on five Saturdays in 2014.

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

ELLs are afforded equal access to information about all programs through the use of interpretative services and written communication offered in the ELLs' native language. Through the Federal Title III program grant, we will be offering after school and Saturday workshops to parents and students of ELLs. Such workshops will be informative and interactive. Parents will participate in workshops to better assist their children at home with home work and topics learned at school, and students will have instructional classroom support by a certified ESL teacher. This program will invite all ELLs to participate in additional instruction for four hours per each Saturday. The sessions will have carefully designed lessons that address language acquisition and academic enrichment. ELLs will be invited to the program with a letter explaining the details, written in their native language as well as with a phone call in the native language to the home.

The school at P141K invites all students to events and keeps them informed by communicating with the home in their native language via phone calls or written materials. In addition, AIS (Academic Intervention Services) will be offered before school to ESL students if their program requires it.

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

Instructional materials using technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, Smart Board, iPad, digital camera, recording devices etc... will be incorporated to give the students additional instructional support. The ESL teachers create an individual academic intervention plan for ELL students' success and achievement through consultation with the homeroom teachers, related service providers and support staff. These researched based programs include the Smart Board interactive system, software programs (e.g. Reader Rabbit, I spy, Teach Me Nouns, Same and Different, School Zone Alphabet, Edmark Reading, Brain Pop, Star Fall, PBS Kids, Getting Ready to Learn, Head Start, More Starfalls Math, Auditory Memory for Quick Stories and the Pearson Longman ABC Story Book series).

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
 There are bilingual paraprofessionals and teachers who may speak one of the languages listed: Spanish, Bengali, Chinese, Arabic, Yiddish, Russian, Albanian, Haitian Creole, Greek or Polish. Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction. At P141K we have bilingual picture books and materials. These materials are read by bilingual staff to the students who share the same native language. Many times throughout the day the bilingual ESL students will participate in verbal dialogue with a staff member (paraprofessional, counselor, teacher or administrator). A staff member is always available to provide interpretation for the student or parent in their native language
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
 The required services and resources correspond to ELL's age and grade levels by following the student IEP recommendation. ELL students are grouped heterogeneously for ESL classes based on their age and IEP classification. Students will only be placed in groups with peers whom are no more than 3 consecutive years in age difference, which is consistent with the IEP guidelines. In addition at P141K, most 12:1:4 classes consist of students who are no more than one year apart, therefore it is insured that when the ESL teacher conducts a push in session, all students will be within the required age brackets for grouping.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
 Newly enrolled ELL students will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. Through out the year, classroom teachers will be offered additional support and continuous consultations with the ELL teacher. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, Title III Saturday Academy program and participation in clubs, such as student government will be offered to students. ELLs continue to receive support and reinforcement of their expressive language development through the use of Picture Exchange Communication System (PECS) and their receptive language development through the use of Goosen's Aided Language Stimulation, ALS, (integrates symbols into daily classroom and group activities). Overall, communication skills are addressed through other forms of Augmentative and Alternate Communication (AAC) systems.  
 Additionally, through the Federal Title III program grant, we will be offering after school and Saturday workshops to parents and students of ELLs. Such workshops will be informative and interactive. Parents will participate in workshops to better assist their children at home with communication, independent daily living skills, home work and topics learned at school, as well as students having instructional classroom support by a certified ESL teacher.
18. What language electives are offered to ELLs?  
 N/A:
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

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

During the 2013-2014 school year, P141K's professional development plan for all staff including assistant principals, counselors, speech therapists, Occupational therapists, Physical therapists, teachers, paraprofessionals, secretaries, psychologists, family workers and school aides, who provide services to ELLs will be included in the following: Jose P Training offered by the district in November 2013 and January 2014. They will learn strategies and methods such as the delivery of TPR (Total Physical Response), scaffolding, the Language Experience Approach, and the development of graphic organizers. Staff participation will be recorded on form # 8 of the P141K ELL Compliance Document. Professional development instruction will include CALLA Instruction in September 2013, training on the Assessment of Basic Language and Learning Skills (ABLLS) in October 2013 The Language Experience Approach in February 2014, Total Physical Response in March 2014, Strategies and Materials for Alternate Placement Instruction in April 2014, NYS ESL Standards in May 2014, and The Adaptation of ESL Materials for the Education of ELLs with Severe Disabilities in June 2014. Staff who provide services to ELLs will receive support as the students transition from one school level to another and they will also discuss student progress, family involvement and methodologies that work best for each student. In addition, our homeroom teachers and ESL teachers will work collaboratively in sharing best practices and methodologies with the school community. Records of attendance will be maintained through a staff sign in sheet which will be stored in the administrators office.

ESL and bilingual teachers will participate in professional workshops regarding the engagement of the CCLS by attending courses offered by the Dept of Education and its affiliates. .

### 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?

P141K partners with community organizations at monthly PTA meetings and after school and Saturday workshops. Such organizations are Sinergia, Inc. QSAC and YAI . Materials are available in parent's Native language as well as interpreting services as needed. An evaluation form is offered at the conclusion of each meeting as well as at the end of the Title III Saturday workshop in an attempt to address the needs of the parents. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

### 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



## 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>141</u>	DBN: <u>75k141</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>18</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>2</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:

The 2014-2015 Title III Saturday program will take place using two classrooms of students. The two classes will be staffed with a certified ESL teacher, Joanne Glaski and a certified Bilingual teacher, Inra Quintero. The program will address Bilingual progressions, ELA and Science standards and appropriate Common Core State Standards via school based themes. P141K will provide one Assistant Principal, 6 paraprofessionals ( one Paraprofessional for a student who has a one to one and the other five to work in both classrooms), and two teachers as needed based upon the population of the participating students and their parents. One Assistant Principal will be provided because our supplemental instruction occurs on Saturday and an administrator is needed to be present to ensure that all compliance and instructional requirements are being met. Students and parents will be asked to pre-register so that we can anticipate the needs of attendees.

The Title III Saturday Program at P141K will occur on 5 Saturdays throughout the 2014-2015 school year from 9:00 a.m. to 1:00 p.m. Student instruction will be provided during this time. The proposed dates will be in January, February, March, April and May of 2015. There will be five instructional sessions for students, of four hours each, while parents attend a workshop. On these Saturdays, parents will accompany their child to the school site, PS380 by 9:00 a.m. and leave by 1:00 p.m. Each parent and their child who attend will receive a \$5.00 Metro Card for transportation. Students will be grouped according to their IEP mandated service, i.e. 6:1:1, grades K-2, and 12:1:4, grades 3-5. These students were invited to attend the Saturday Academy upon analyzing the 2014 NYSESLAT results. This group performed in the beginning range of English language acquisition and require additional support in all four domains (Speaking, listening, reading and writing). There will be two classrooms, one serving 12:1:4 students and the other serving 6:1:1 students. We expect a total of 18 students to attend each session.

The ESL teacher, Joanne Glaski participating in this program is ESL certified as well as Inra Quintero, certified in Bilingual education. There will also be an administrator available to supervise the program. There will also be one Haitian Creole speaking paraprofessional, one Bilingual Arabic and 4 Spanish speaking paraprofessionals in this program. One paraprofessional will be used as an interpreter for parents during their workshop and the remaining 5 paraprofessionals will be in the classrooms in order to provide the 12:1:4 and 6:1:1 ratios as mandated on student IEP's. The language of instruction will be English.

The P141K Title III program name is "Cinderella Tales from Around the World. The Saturday direct instruction supplemental program will reflect the cultures of the students at our school. The topic will include the folktale, Cinderella, from five different cultures of origin that represent our student body culture. American, Asian, African, Middle Eastern and Hispanola versions of Cinderella will be read and researched. Each Saturday session, students will study a Cinderella story version from one of the above mentioned cultures of the world. Activities planned for students will supplement the curriculum and will be aligned with their individual needs based on the IEP and cognitive levels. The supplemental instructional sessions will focus on language development in English. Materials used will be differentiated and adapted to meet individual students' goals as stated on their IEP. For example, augmentative communication devices will be programmed to reflect responses pertaining to that day's

## Part B: Direct Instruction Supplemental Program Information

lesson, as well as the use of Mayer-Johnson symbols and adapted books. Writing tasks will be adapted and student's verbal responses will be recorded by teachers or paraprofessionals to foster comprehension. Students will also benefit from Native language support given by bilingual paraprofessionals and teachers as well as the use of augmentative communication devices. We plan to purchase materials such as paper, markers, crayons, pencils, glue, scissors, multitextured craft materials, paint, brushes, clay, sponges, stencils, etc, will be needed for students to complete tasks presented to them at each of the five Saturday sessions. In addition students will further develop their literacy skills by reading/listening to the Cinderella books read during each Saturday session. These books are alligned with the Common Core Learning Standards and will build fluency, vocabulary, speaking and listening skills.

To help foster language development and communication amongst our students who are ELLs, we plan to purchase two iPads, one for each of the two classrooms. During lessons, students will be instructed how to create a photo/video or written essay, a multimedia presentation and/or perform a role play based on the cultural version being taught for each of the five Saturday programs. They will be able to experience virtual tours of the countries and regions associated with the cultural region being studied during that week. The iPads are equipped with a camera and they are capable of viewing videos, Skype, etc. The iPads also offer a range of free programs that enrich language, fine motor skills, as well as math, reading and science. Students will be assisted in taking photos with the iPads, as well as downloading and printing such photos to complete their projects. With the use of the iPads, students will be able to create a brochure, research real time information, read, write and listen to information presented through technological media. With the assistance and guidance from the teachers and paraprofessionals students will learn about the geography, topography, cultural beliefs, customs, food, music, the arts, government and language of each of the multicultural regions featured monthly. Activities will be differentiated to each student's abilities as well as alligned with their individual annual goals and objectives, according to the IEP. These activites are in alignment with the Common Core State Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical subjects.

## 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: The six hours of professional development for staff participating in the Title III program will occur during four sessions, 1.5 hours each for a total of 6 hours, offered after school on Tuesdays(3:00 – 4:30 PM), during the 2014-2015 school year, at PS380, 370 Marcy Ave. Brooklyn, NY 11206. The certified ESL teacher Ms. Glaski will conduct the professional development workshops. Participants will include an assistant principal, an ESL teacher, a Bilingual teacher and the 6 paraprofessionals who will be participating in the Title III supplemental program. The assistant principal's regular day ends at 4:00, but he/she will be paid for .5 hours for each professional development session as specified in the budget. He/she will still participate in the PD starting at 3:00, but will only be paid by Title III from 4-4:30 PM. Two workshops will be conducted in December 2014, one in January 2015 and one in February 2015. Prior to each professional development session

### Part C: Professional Development

participants will be given 6 questions pertaining to the topic of the PD session. During the first professional development workshop in December we will discuss how we can assist students to compare and contrast several aspects of the Cinderella tales. During the second PD in December we will work on how we can help our ELL students to develop a skill of cause and effect in the Cinderella stories. During the January PD we will discuss how to use schema to build the vocabulary of the students in relation to the stories read during each Saturday session. In the final PD in February, participants will analyze the problem /solution relationship in the Cinderella stories. As a result of the workshops, participants will expand their knowledge on techniques that can be implemented in teaching ELL students with special needs.

### Part D: Parental Engagement Activities

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

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

Begin description here: Letters from the official Department of Education website informing parents of the Title III program will be sent home in each parent's native language. Information about the topics of each workshop and how they will help parents with their child will be included. Additionally, parents will receive reminder letters and phone calls as the dates for workshops approach and bilingual paraprofessionals will be available to assist parents with their native language needs.

Parent Involvement activities will take place from 9:00 AM to 1:00 PM, on the same days of the instructional program but occur in three separate rooms, one for parents and two for students. On the first Saturday in January 2015, the Speech Pathologist from our school, Maryann Lombardo, will conduct a workshop for parents about communicative needs and issues of a special needs child at home. On 2 of the Saturdays in February and March, during 2015, Ms. Savic from QSAC, Inc. will conduct 2 parent workshops. During the first session, parents will be instructed in interpersonal behavior and communication skills in children with disabilities. For session 2 she will provide parents the tools necessary to improve the independence and quality of life of their children with special needs. In April and May, 2015, Godfrey Rivera, from Sinergia, Inc. will provide two workshops to parents about "Navigating the NYC Special Education System" and "Transitioning from School to Adult Life". Mr. Rivera will present as part of his employer's contract, and no funds from the Title III grant will be used to pay him. The presenter will distribute written materials, in English and the parents' home languages, have audio/video presentations as well as incorporate a question and answer period. A Bilingual paraprofessional will be available to assist parents with their Native language as needed and provide interpretation services on each of the 5 Saturday sessions.

Parent Coordinator, Pat Lysius, will make written materials about Title III, and the Bilingual and ESL program, available in various languages as well as arrange for bilingual paraprofessionals to provide native language assistance.

-



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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	<u>\$900</u>	<u>Parental Involvement Saturday Program</u> <u>18 Metro cards for parents (\$5.00) x 5 days = \$450.</u> <u>Instructional Saturday program</u> <u>18 Metro cards for students x 5 days x \$5.00 = \$450.</u>
Other	<u>\$99.84</u>	<u>Refreshments for parents</u>
<b>TOTAL</b>	<b><u>\$11200</u></b>	_____

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

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

DBN: 75K141 School Name: 141K

Cluster: 754 Network: 4

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

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

---

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.

We used data from the school demographics and the accountabilities profile, home surveys prior to child's admission into school, outreach via home telephone calls by the PA Executive Board and when necessary, home visits by our family worker to assess our school's written and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. .

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

The findings were reported to the school community via the Parent Coordinator's school's newsletter. At P141K there are approximately 80 parents who speak another language other than English in the home. The prominent language for translation and interpretation within the P141K organization with 46 of the .73 ELLs, speaking it, is Spanish. In addition, P141K's ELL population consists of students who speak a variety of languages such as Chinese, Russian, Bengali, Arabic, Hatian, French, Punjabi, Polish, Yiddish and Greek. The findings were reported to the school community via the Parent Coordinator's school's newsletter. Materials will be translated as needed into these languages by using the DOE Office of Language and Interpretation. Also, staff members of 141K who speak any of the above languages will provide oral interpretation as needed. In the event an oral interpretator is not available, 141K will contact the Office of Language and Interpretation to perform this task

## 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.

P141K dual language staff members have been given a calendar of the upcoming school events and functions. They will translate all in-house written correspondences between the school and home for the entire school community. Members of our PA Executive Board will provide additional assistance. Also, we have and will continue to use DOE Office of Translation and Interpretation Unit to provide written interpretations from English to Spanish, Hatian, French, Arabic, Russian, Polish, Bengali, Chinese, Punjabi, Greek and Yiddish for various written notices sent home to parents. Selected staff such as counselors, paraprofessionals, teachers and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.

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.

. Selected staff and members of the PA Executive Board can provide oral translation services, as well as the DOE Office of Translation and Interpretation Unit at meetings and workshops. We will provide oral interpretations from English to Spanish, Arabic, Russian, Polish, Bengali, Chinese, Punjabi, French, Hatian, Greek and Yiddish at various meeting and workshops. Selected staff such as counselors, paraprofessionals, teachers and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.

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>.

141K will obtain from DOE website information in each of the covered languages. Whenever scheduled IEP meetings, Parent/Teacher Conferences, PA Meetings and other school-related functions are held, we will access the services of DOE Office of Translation and Interpretation Unit and/or our own qualified staff. We will provide information on the Parents Bill of Rights and Safety Plan for students through written and oral interpretation in Spanish, Haitian, French, Punjabi, Bengali, Chinese, Arabic, Yiddish, Polish and Russian as well as any other languages that parents may speak.