

2014-2015
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE BROOKLYN TRANSITION CENTER/373K

DBN (i.e. 01M001): 75K373

Principal: REGINA TOTTENHAM

Principal Email: RTOTTEN@SCHOOLS.NYC.GOV

Superintendent: GARY HECHT

Network Leader: KETLER LOUISSAINT

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Regina Tottenham	*Principal or Designee	
Pam Jackson	*UFT Chapter Leader or Designee	
J. Barthelmy	*PA/PTA President or Designated Co-President	
B. Williams	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
R. Martell	Member/ uft	
R. Greene	Member/ uft	
A.Duran	Member/ uft	
C. Furtick	Member/ uft	
	Member/ parent	
E. Sommerman	Member/ parent	
	Member/ parent	
	Member/ parent	
M. Ramos	Member/ parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

By June 2015, 93% of students will achieve in the 80-100% percentile in the area of ELA and 97% percent of students will score in the 80-100% percentile in the area of math on NYSAA, by ensuring that instruction is customized, motivating and differentiated as per the Capacity Framework and monitored by the examination of student work in regular PLC meetings.

Comprehensive Needs Assessment

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

An examination of 2013-2014 NYSAA data showed 90% of students scoring in the 80-100th percentile in the area of ELA and 96% scoring in 80-100th percentile in math.

Instructional Strategies/Activities

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

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

1. Teacher Inquiry Teams will meet with Administration and school-based coaches to examine and critique work for each student in his/her respective subject area based on student performance rubrics, and to monitor student goal progress (weekly).
2. Professional Development will be provided to teachers during weekly cohort meetings, 6- Professional Development ½ days and on regularly scheduled PD days.
3. Common planning time will be allotted to teachers for the development of assignments that are standards aligned (weekly) and lesson plans will be reviewed
4. IEP Coordinator and Data specialists for each cohort will work collaboratively with teachers to design targeted learning goals for each student aligned with assessments (ongoing)
5. Administration will review student progress and ensure instructional integrity through observations and review of student binders.
6. The IEP weekly tracking form will continue to be used to measure progress on a weekly basis.

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

- | | |
|-------------------------------------|-------------------------|
| 1. Administrative Team | 2. School-based coaches |
| 3. District based coaches | 4. Teachers |
| 5. Data Specialists for each cohort | 6. IEP Coordinator |
| 7. NYSAA coordinator | 8. PLC team members |

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

1. Administration will review PLC meeting minutes and sample work following cohort/ Inquiry meetings and will attend PLC meetings regularly.
2. Feedback forms will be reviewed following PD's to monitor effectiveness
3. Teachers will collaborate weekly for planning and review of lesson plans will monitor effectiveness
4. Learning goals will be reviewed by Administration during pre and post observations to monitor student progress
5. Collaborative review of NYSAA baseline data in cohorts with collaborative adjustment to CCLS aligned with instruction, data specialist review
6. Student progress monitored through SANDI results from baseline data in September, M/Y progress in February, and EY in May
7. Observations will be recorded in ADVANCE to monitor teacher effectiveness and student progress.

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

1. PLC's will meet twice per week and will review student work for progress (all year).
2. PD's on Election Day, Chancellor's PD Day, twice weekly cohort meetings, , 6- Professional Development ½ days, after school and during brown bag lunches.
3. Common planning time scheduled weekly (September – June), review of lesson plans (ongoing)
4. Collaborative work with IEP coordinator and Data specialists on designing learning goals conducted on ongoing basis (September – June)
5. NYSAA Administration (October, February)
6. SANDI administration September, 2014 and May, 2015 and midyear review (February)
7. Observations of teachers and student progress conducted on ongoing basis (September – June) and SANDI progress reviewed September, February, May
8. IEP weekly tracking form monitoring on ongoing basis (September – June)

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

1. Common prep periods scheduled for meeting time for PLC's and new teacher meetings
2. Administration, lead teachers, District 75 coaches and school-based coaches and turn-key teachers will be utilized to conduct PD's
3. One data specialist position will be created per cohort group
4. IEP coordinator will be assigned through SBO vote
5. NYSAA collegial review time will be provided
6. SANDI will be ordered and utilized for 2014 – 2015 school year
7. Continued use of IEP tracking form.

Strategies to Increase Parental Involvement

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

Weekly progress reports highlighting student achievement will be sent home.
Parents will be provided with individual assessments on a quarterly basis along with other pertinent school information.
Targeted workshops will be developed to support the Parent Association.
Person centered planning meetings will be conducted for all graduating students on the cohort level
The PC will attend PLC meetings so that she is better equipped to answer curriculum based questions from parents

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

By June 2015, 20% of teachers will be performing at the highly effective level through the execution of targeted instructional strategies under ADVANCE for the purpose of moving students toward meeting higher standards as measured by the dashboard tool in ADVANCE.

Comprehensive Needs Assessment

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

Analysis of 2013-14 Advance data revealed that 16% of teachers performed at the highly effective level. This review revealed a need to move teachers toward more effective instructional practice. Our most recent Quality Review cited a need to "Increase the consistency of rigor to ensure that there is an emphasis on developing higher order thinking skills across all classrooms and worksites in order to challenge all learners.(1.1)

Instructional Strategies/Activities

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

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

1. The administrative cabinet will review the teacher observations and Advance data to identify the specific components that require targeted professional development and will provide accordingly.
2. Administrators will provide meaningful feedback and strategic pedagogical planning based upon the Danielson rubric.
3. Teachers will be observed regularly, results will be recorded in the ADVANCE system and feedback will emphasize strategies for pedagogical improvement.

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

1. Administrative team and teachers where applicable
2. Teachers
3. Teachers, coaches, UFT, district

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

1. Administrative meetings will be conducted following each observation with specific feedback for improvement
2. Improvement in pedagogy as measured by teacher observation conferences, PD feedback, and ADVANCE evaluations
3. Regular review of ADVANCE data

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

1. 9/14-6/15

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

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

Strategies to Increase Parental Involvement

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

n/a

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

373K will implement "Phase 2" of "Healthy New You", a school-wide initiative with an instructional focus targeted at improving the health of students. By June 2015:

- There will be a 5% increase in presidential physical fitness program tracking (baseline v final).
- 90% of the student body will walk/ run the equivalent of a marathon (26.1 miles) for the Mighty Milers program,
- there will be a 20% increase in participation in movement/PE classes each week.

Comprehensive Needs Assessment

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

According to the national "Let's Move" statistics, 1 in 3 American students is overweight or obese. In particular, special education students are mostly sedentary at school and at home, and need guidance/instruction about how to incorporate physical activity and healthy eating into their everyday lives.

Obesity is a grave concern in our student population, which includes many teens who are considered medically fragile. As stated in a July 2013 report from the NYS Department of Health, rates of student obesity are much higher in high-needs school districts: "school districts above the median (50th percentile) in student eligibility for free or reduced lunch have significantly higher rates of student obesity than districts below the median, 21.4% vs. 14.6% (NYS Dept of Health, Information for Action, 7/31/13). 100% of our students qualify for free or reduced price lunch.

In previous years, students had only participated in the minimum number of mandated PE sessions. Nutrition and health had been addressed as one instructional unit, with no standardized curriculum. There was no targeted way to teach the healthy preparation of meals. We had no means to assess student's level of fitness throughout the school year. Students had only walked 10 miles or less in the Mighty Milers program, and we have not enjoyed school-wide participation in said program.

Last year, through our initiatives, there was a greater than 500% increase in the number of miles students walked in Mighty Milers, and a greater than 30% increase in Health Fitness Zone levels. Due to the success of these initiatives, a second phase with more individualized goals is indicated.

Instructional Strategies/Activities

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

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

1. The School Wellness Council will meet bi-monthly to coordinate health initiatives, assign staff for implementation, and track success.
2. A student inventory will be developed that identifies students' strengths & deficits in health-related areas, to more accurately address individual student needs.
3. Staff will serve as personal health coaches to students who wish to set more rigorous health practices.
4. School Wellness grant money will be used to purchase pedometers.
5. Teachers will instruct a movement class twice weekly as a means to increase student's time in PE.
6. The Health Leadership team will review their selected health curriculum (HAP) and provide PD to staff about its implementation.
7. The PE teacher and speech staff will assess students via presidential physical fitness software at baseline and again at end of the year.
8. The PE teacher will coordinate once monthly "Mighty Milers" walks, with each month increasing in mileage until staff and students have reached 26.1 miles
9. Common planning time will be allotted for teachers adopting movement classes, as well as for members of the school wellness council
10. The School Wellness Council will coordinate professional development activities for staff around healthy eating and physical activities, health/sex-ed lessons.
11. A condom availability program will be established.
12. Five classrooms will participate in CookShop, a healthy eating initiative in partnership with food bank of NY
13. The Parent Coordinator will facilitate CookShop for families, a healthy eating initiative design for parents of students involved in school based CookShop
14. The parent coordinator and guidance counselors will work with families to facilitate healthy eating workshops after school for non- CookShop families

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

- | | |
|----------------------------------|-----------------------------|
| 1. Administrative Team | 6. Speech Therapists |
| 2. School Wellness Council (SWC) | 7. Paraprofessionals |
| 3. Health Leadership Team | 8. Parent Coordinator |
| 4. Teachers | 9. Student health inventory |
| 5. Guidance Counselors | |

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

1. Administration will review baseline and final presidential physical fitness data
2. Students will be surveyed about additional movement classes and their feelings about participation and administration will review results, and decide whether to increase movement options.
3. Teachers will assess students health knowledge via baseline and final tests through the HAP curriculum and report findings to administration
4. CookShop implementation in several different populations (6:1:1, 12:1:1) with tracking after each lesson to monitor lesson effectiveness.

5. CookShop for families implementation by Parent Coordinator, with tracking surveys after each session to monitor progress
6. PE teacher will track the amount of miles walked via pedometer for every student involved in the Mighty Milers program
7. The School Wellness Council will create a student health inventory, and review feedback forms after PDs and health initiatives, and report results to administration.
8. The parent coordinator will issue and review feedback forms after parent workshops
9. Student fitness progress will be assessed in December, February and June.

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

1. School Wellness Council (September)
2. Additional Movement classes staffed and added to schedule (September-October)
3. Presidential Physical Fitness assessment and activities (September-May)
4. Common Planning time (September-May)
5. Mighty Milers walks and tracking (October-May)
6. Health Leadership Team convenes and begins creation of Student Health Inventory (October)
7. HAP Curriculum PDs (October)
8. CookShop professional development for teachers and parent coordinators (November)
9. HAP curriculum implementation (November-June)
10. Staff PDs (November-May)
11. Parent Workshops (November-April)
12. CookShop implementation (December-May)

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

1. Professional Development for staff and parents
2. Staff identification and selection of movement courses for instruction
3. After work information sessions for parents
4. Common Planning time
5. Dedicated time each week to create and submit CookShop recipes
6. Monitoring of student progress through Presidential Physical Fitness Software
7. Monitoring of Mighty Milers progress through pedometer measurement

Strategies to Increase Parental Involvement

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

The Parent Coordinator will manage CookShop for families, as well as coordinate bi-monthly parent information sessions about nutrition and physical fitness

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

By June 2015, there will be a 25% increase in the number of high school aged students obtaining OPWDD eligibility via the creation of a new school-based mentoring program, and by increased family outreach as measured by a schoolwide tracking form.

Comprehensive Needs Assessment

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

Changes in Federal law have required that all students with special needs have a “determination of disability” issued via the Office of Students with Developmental Disabilities (OPWDD) before they are able to obtain a Medicaid Services Coordinator (MSC), who in turn secures additional services via community based organizations. Parents are now required to attend orientation sessions (called The Front Door), and participate in a phone-based interview before eligibility is granted. This takes additional time, and requires intensive outreach to the families of our students.

Analysis of OPWDD attendance in Spring 2013 shows 35 families participating in orientation. However, given new eligibility requirements, there is a need to increase numbers of attendees in order to assure service eligibility for all of our students with special needs.

The Vocational Level 1 Student Assessment is used to determine student interest and placement in the most appropriate on site job training from ages 19-21. The Vocational Level One Student Assessment can also be used as evidence of a student’s needs and abilities during the OPWDD eligibility interview.

Vocational Level 1 Parent Assessment is used to determine a parent understanding of their child’s capabilities, and as a parent voice in vocational planning. The Vocational Level One Parent Assessment can also be used as evidence of parent knowledge of student’s goals and abilities during the OPWDD eligibility interview.

Instructional Strategies/Activities

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

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

1. Transition and pre-transition teachers will be paired and work collaboratively on OPWDD outreach and family preparation. This mentorship program involves weekly collaborative meetings and monthly professional development sessions.
2. The WAVE curriculum, developed for students with cognitive disabilities, will continue to be implemented instructionally with the 12:1:1 population to present vocational options and help students develop the self-advocacy needed to pursue their vocation of choice.
3. The federally funded, 5-year “PROMISE” grant, providing support to increase family participation with community based agencies and transitional training and support for parents and staff, will begin implementation in 2014. This grant also provides professional development and per session funding for staff.
4. The SANDI assessment will be administered to all high school students to develop baseline vocational goals, and progress will be monitored in February & June.
5. Administrative team and job developer will meet regularly with mentor teachers to track family outreach progress, check for family attendance at Front Door sessions, and to develop strategies to ensure phone interview success and determination of eligibility.
6. Student IEP vocational goals will be monitored on IEP tracking forms on a weekly basis.
7. Vocational Level 1 Assessments will be conducted for all students on a yearly basis.
8. Exit plans will be developed for all Transition students, including participation in Front Door sessions and OPWDD eligibility status.

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

1. Transition/Pre transition teachers/AP for Transition/Job developer
2. Teachers/ paraprofessionals/Administrators/Job developer/Guidance counselors/parent coordinator
3. SANDI assessment administered by Transition/Pre transition teachers/ paraprofessionals/
4. Administration/Job Developer/Transition/Pre Transition Teachers
5. Teachers
6. Administration/Job Developer/Transition/Pre Transition Teachers

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

1. Minutes and action items generated at weekly mentor meetings. Family outreach logs.
2. WAVE curriculum assessments will be used to evaluate progress.
3. PROMISE orientation sign in sheets. Completion of PROMISE intake forms. Professional Development agendas and sign in sheets.
4. SANDI results at baseline, mid-year, and end of year
5. Meeting logs, agendas and minutes. Log of OPWDD phone interviews and determination of disability after interviews

6. IEP goal reports will be used to evaluate progress
7. Vocational Level I assessments will be used to drive IEP goals
8. Exit plans will be reviewed in monthly meetings to evaluate progress towards post-secondary goals

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

1. OPWDD outreach and session coordination (October 2014– May 2015)
2. Monthly evaluations conducted of WAVE curriculum (September – June 2015)
3. PROMISE outreach, orientation and enrollment (November, 2014 and ongoing for life of grant{5 years})
4. SANDI assessment (September, February, May)
5. Weekly PLC meetings with administration and transition/Pre transition teachers to track progress (Sept 2014-June 2015)
6. IEP tracking forms reviewed October – June weekly
7. Vocational Level One baseline and year-end review (September 2014 and June 2015)
8. Transition exit plans developed (Jan-June, 2015)

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

1. Transition and Pre Transition teachers will create mentoring program and protocol
2. WAVE curriculum
3. Initial PROMISE funding distributed via D 75
4. SANDI assessment purchased
5. Prep time given to teachers for follow up and administrative meetings
6. Administrative meetings and teacher observation schedules to review tracking forms
7. Time allotments for completion of Vocational Level I assessments
8. Scheduled team meetings for development of student exit plans and monthly meetings

Strategies to Increase Parental Involvement

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

Parent interest surveys re: PROMISE sent out to all households in Nov 2014.
 Phone follow up with parents who returned surveys (Nov-Dec 2014)
 Fliers about all OPWDD Front Door and informational sessions sent home to all families monthly.
 Parent outreach by transition teachers regarding OPWDD phone interviews
 IEP progress reports 4 times yearly
 Parent invitations to attend PROMISE outreach sessions at the school monthly (Dec- June 2015)
 Parents will be provided with individual assessments on a quarterly basis along with other pertinent person-centered planning meetings will be conducted for all graduating students.

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

By June, 2015 there will be a 10% increase in parental involvement as evidenced by attendance at school events.

Comprehensive Needs Assessment

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

In the 2013- 2014 school year, 39% of parents filled out the School Survey
 As per the 2014 – 1015 Citywide Expectations, parents have diverse and meaningful roles in the school community and their children's achievement. The school:
 a. Provides opportunities for parents to be involved in creating a strong school community and a strong learning environment for all children.
 b. In addition, parent leadership roles in the school are active, effective and inclusive.
 c. In 2013 – 2014 school year, 70 parents participated in Cookshop, 72 participated in Front Door, 124 parents came to parent-teacher conferences and 63 parents participated in miscellaneous activities

Instructional Strategies/Activities

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

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

1. School Leadership will meet monthly
2. A PROMISE grant funding will be used to enroll parents in a program designed to provide additional agency supports in the transition process.
3. Parent support meetings will be conducted by the Parent Coordinator
4. "Cookshop", a healthy eating initiative designed for parents of students in the school will be implemented.
5. Parent-Teacher conferences will be conducted
6. A Dental outreach program in conjunction with Woodhull Hospital will continue this school year.
7. A Holiday Pot Luck Dinner will be held to encourage parent cooperation.
8. The PA will conduct two flea markets in conjunction with staff
9. Two Family Movie nights/ Healthy New You will be scheduled.
10. Evening dance festivals (Fall Harvest, Valentine's Day) will be scheduled.
11. Front Door orientation session will be housed at the school for OPWDD eligibility orientation.
12. A family "opening night" will be held for our annual theater performance.
13. The Honor Society award ceremony will be conducted to culminate the school year.
14. School Messenger will be re-purchased as a tool for parental outreach.
15. A weekly Progress Report will be sent home in order to work collaboratively with parents on the academic and social goals of each student.

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

1. Administration
2. Teachers
3. Paraprofessionals
4. Parent coordinator
5. Related Services
6. Outside Agencies and CBO's(Front Door, Woodhull)
7. Parents

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

1. Monthly minutes at school leadership will be taken and reviewed for follow-up
2. Enrollment of parents for PROMISE grant will be ongoing throughout the year.
3. Attendance at parent support meetings will be measured
4. Cookshop participation will be monitored to measure success of program
5. Attendance at parent-teacher conferences will be reviewed
6. Number of parents involved in program will be monitored
7. Attendance will be measured at holiday dinner, honor society, and theater performance
8. Attendance at family movie nights will be taken
9. Participation in Front Door will be measured
10. Progress reports will be discussed at open school sessions

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

1. School leadership (monthly)
2. Promise enrollment begins in December (ongoing)
3. Parent support meetings (monthly)
4. Cookshop (1X monthly January – June, 2015)
5. Parent-teacher meetings (October, March, 2015)
6. Dental Outreach (January – June 2015)
7. Holiday Pot Luck (December)
8. Flea Markets (April, June, 2015)
9. Movie Nights (January, April 2015)
10. Evening dance festivals (October, February)
11. Front Door (October)

- 12. Theater Performance (June, 2015)
- 13. Honor Society (June, 2015)
- 14. School Messenger (Daily- September – June, 2015)
- 15. Weekly Progress Report (September – June, 2015)

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

- 1. Dedicated time and money for Cookshop
- 2. Funding from Promise Grant
- 3. Partnership with Woodhull Hospital
- 4. Partnership with OPWDD for Front Door
- 5. Parent coordinator collaborations

Strategies to Increase Parental Involvement

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

The Parent coordinator will manage Cookshop for families, and coordinate monthly support groups. Teachers will send home weekly progress reports and phone parents to encourage participation. Administration will participate in Leadership.

Budget and Resource Alignment

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

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

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Unique, Scantron, SMILE, Running Records, Brainpop/Brainpop Jr., Gimme 20, Attainment, Wilson, WIN, D75 and School Curriculum, CDOS, Flocabulary	Small group and 1:1 instruction	5X weekly – during the AM literacy block
Mathematics	Unique, Brainpop/Brainpop Jr., D75 & School Curriculum, CDOS, Attainment, WIN	Small group and 1:1 instruction	5X weekly – during the math block
Science	HIV/ AIDS Curriculum, Health/ Sex Ed Curriculum, Unique, CookShop, Health Advocacy Program, HAP Curriculum	Small group	During science/health
Social Studies	CDOS, Unique, Attainment, WIN	Small group	During SS
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS, Intensive Counseling/ Guidance, LSCI, TCI, BIP, FBA	Small group and 1:1 instruction	Strategies are provided in 1:1 and small group instruction. In accordance to IEPs

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 Phone: 212-374-6072

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

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

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

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

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

Part A: School Information	
Name of School: 373K	DBN: 75K373
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P373K/BTC currently serves the needs of 89 ELLS (34.62%% of the school's overall population). There are two (2) Spanish bilingual classes. One of these classes is in our main building; the other is at one of our full-time community-based worksites. Each of these classes is served by a fully-certified bilingual teacher. The class in the main building is served by a bilingual teacher, Ms. Rose Quinones. The full-time community-based worksite class is served by a fully-certified bilingual teacher, Mr. Felix Valentin. We currently have a fulltime certified ESL teacher who serves approximately 40 ESL mandated students.

All of our ELL's students are invited to participate in the Title III after school program. Based on parents interest we decide who participates.

The P373K Title III program for 2014-2015 will be an After-school program. This year's theme is: "Memoir-Writing Through the use of Technology". Instruction will be delivered in small thematic units and will be in the content areas of English Language Arts and Social Studies. Our rationale for the choice of this theme lies in the fact that our ELL students express as strong interest in reading and writing their autobiographies; additionally, their last year NYSESLAT scores show that they struggle with the Writing modality.

According to Krashen, second language acquisition requires meaningful interaction in the target language. Computer-assisted language learning (CALL) enables ELLs to construct meaning in a digital environment. McLoughlin and Oliver (2004) explain that the computer is one way to support Vygotsky's (1978) communicative theory of learning and, if used appropriately, teachers can provide an environment in which learning is authentic and activities are interesting to students (Healey & Klinghammer, 2002). Thus, students are able to construct their own knowledge, as teachers scaffold students' learning.

When teaching ELL students we have to remember that there is no one specific method or technology that is best suited for all children. We plan to differentiate instructional materials to meet the unique needs of our students. We are aware that it is important to choose technology that increases student interactivity and motivation. Through the use of interactive Apps and Ipads, students will create their own memoirs. Furthermore, students will re-enact their memoirs by reading them to each other and recording each other using Flip Video cameras and iPads.

As a supplemental program, Title III will complement mandated services by reinforcing skills learned in the content areas of ELA and Social Studies during the regular school day. The program will serve the needs of 12 (12:1:1) ELL students in Grades 9, 10, and 11.

The iPads and the laminating machines will be used to facilitate work flow. Multiple students can work on multiple projects and complete them by the end of the sessions. They will have the opportunity to

Part B: Direct Instruction Supplemental Program Information

be set up in the work station groups which will address their individualized needs.

The 2014-2015 Title III program will be on two (2) days a week for two (2) hours each Tuesday and Thursday, from 3:00pm to 5:00pm for duration of eleven (11) weeks. The language of instruction will be English. The program will begin in March 2015 and end in May 2015.

The technology teacher will assist the Bilingual teacher in implementing the sessions goals by utilizing the individual technology work stations. The Bilingual teacher and the technology teacher will collaboratively work throughout the entire 2 hour sessions.

The Bilingual teacher, two Spanish speaking paraprofessionals (one of the students has a one-to-one paraprofessional), a technology teacher (who will collaborate with the ELL teacher) and the Assistant Principal will be the instructional staff for Title III. The assistant principal, Mr. Greenidge, will not be remunerated from Title III funds from 3:00 - 4:00 p.m, as this is part of his regular work day.

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: Six (6) one-hour long (3pm to 4pm) professional development workshops for two (2) teachers, two (2) paraprofessionals, and one (1) supervisor have been scheduled for six Wednesdays. The first of these workshops will be held one week prior to the beginning of the program (last week of February 2015).

To support and reinforce the theme (Memoir Writing through the Use of Technology), the book "Writing between Languages: How English Language Learners Make the Transition to Fluency" by Fu, Dangling (2009) will be used. The authors seeks to demonstrate that by beginning with literacy and putting writing at the center of the curriculum, students can be helped make a smoother transition to the target language, English, while teachers support their academic literacy. Emphasis is placed on the crucial and helpful role, which literacy plays in building written English fluency.

Professional Development will involve the research and review of literature related to the theme of Standards Based Instruction in ELA and Social Studies through Memoir Writing and the use of Technology.

Our school's fully-certified Bilingual teacher, Ms. Quinones, will do the PD sessions for the technology teacher, two bilingual paraprofessionals and the Assistant Principal.

The Technology teacher will utilize her experiences in using the smartboard, iPads, laptops, apps and computers to facilitate memoir writing.

Part C: Professional Development

These teachers will work collaboratively, using Applications such as , "Writing TherApy" and "Abby Explore Grammar' Levels 2 through 5. These Applications are are nominally priced or free. They teach grammar through interactive activities and are differentiated to address students at different functional levels. Ms. Sandoval, given her facility with technology, can demonstrate to other Title III staff how to best use technology tools e.g. Smartboard, Ipads, desktops, laptops and a variety of Aps. to improve on the learning of academic English language.

Assistant Principal, Roger Greenidge, will engage in the Title III PD , but will not be remunerated from Title III funds from 3:00 p.m. - 4:00 p.m..

Mayra Pascual is the schools ELL's Liason for Title III.

Topics to be covered are:

1. Teaching writing across the content areas of ELA and Social Studies;
2. Improving instructional practices through the use of technology;
3. Vocabulary building across content areas of ELA and Social Studies for ELLs with special needs;
4. Pre-writing as part of the writing process;
5. Writing and the common-core curriculum;
6. Helping students with the culminating activity – a book of memoirs.

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: Parents will be notified of the proposed Title III 2014-2015 program through the official Title III parent letter on school letter-head which will be sent out to all parents of ELLs in English and their home language (Spanish). This letter will provide parents with all the information about the program, notifying them of the start and ending dates, days and hours of duration of the program.

In addition, two (2) Title III orientation meetings will be held during Open-School Day/Night in November 2014 (early afternoon and evening sessions) and at no additional cost to the Title III program.

Topics covered will be:

Part D: Parental Engagement Activities

1. The importance of teaching ELL students to write autobiographies;
2. Equipping ELL students with the 21st century technology to promote their writing skills

These orientation sessions will be facilitated by the school's ELL liaison and Assistant Principal Mr. Roger Greenidge, working in collaboration with Ms. Tisha Lamb (Parent Coordinator), a fully-certified Bilingual teacher, Ms. Quinones and a technology teacher Ms. Sandoval.

Parents will be invited to attend all twenty-two (22) sessions of Title III with their children and participate in all of the activities. Telephone calls will be made to their homes by staff, advising parents of the program and answering their questions and concerns. Metro cards for parents will be purchased. (50 metro cards as per parent's request).

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9428.68	Instruction: Instructional Program: 1 Supervisor 2 days x 1hr (4:05 pm-5:05 pm)/day x11 wks hrs. @52.84 = \$1,162.48 2 Teachers: 1 technology teacher 2 days/wk. x 2 hr./day x 11 wks. 44 hrs. @\$50.50 = \$2,222 1 Bilingual teacher 2 days/wk. x2 hrs./day x 11 wks. 44 hrs. @ \$50.50= \$2,222 1 Payroll secretary 10h@ \$31.12 =\$311.20 2 Paraprofessionals 2 days x 2 hrs/day x11 wks.44 hrs. each @ \$29.05= \$2,556.40

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Professional Development for after-school staff: 2 Teachers 6 hrs. each @ \$50.50 = \$606.00 2 Paraprofessionals 6 hrs. each @ \$29.05 = \$348.60
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1,312.38	2 Ipads @ \$479 each each = \$958 1 Laminator @ \$354.38 = \$354.38
Educational Software (Object Code 199)	_____	_____
Travel	\$250.00	\$250.00 50 Metro cards for parents
Other	\$209.32	Refreshments for parents: \$209.32
TOTAL	\$11,200.00	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Brooklyn	School Number 373
School Name Brooklyn Transition Center		

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 Regina Tottenham	Assistant Principal Roger Greenidge
Coach type here	Coach type here
ESL Teacher Amercy Shields	Guidance Counselor type here
Teacher/Subject Area Rose Quinones Spanish Bil.	Parent Yajaira Marte
Teacher/Subject Area Felix Valentin Spanish Bil.	Parent Coordinator Tisha Lamb
Related Service Provider Andres Lapaix Bil.Counselor	Other Ketly Guillaume
Network Leader(Only if working with the LAP team) type here	Other Mary Figueroa

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	354	Total number of ELLs	82	ELLs as share of total student population (%)	23.16%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	82
SIFE	0	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	31

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

	ELLs by Subgroups									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	11									11
Dual Language										0
ESL	8			7			6			21

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	19	0	0	7	0	0	6	0	0	32
Number of ELLs who have an alternate placement paraprofessional: <u>3</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
Spanish									0	0	0	2	9	11
Urdu														0
Bengali														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	2	9	11

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	2	2	11	16
Chinese											1			1
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian										2		1		3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	3	3	12	21								

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)										12	8	11	42	73
Intermediate(I)											2	2	4	8
Advanced (A)										1				1
Total	0	13	10	13	46	82								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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	12		12	
NYSAA Mathematics	12		12	
NYSAA Social Studies	12		12	
NYSAA Science	12		12	

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.
SANDI is used on a school-wide basis to assess students' early literacy skills. In addition to this, El Sol is used by ELL teachers to gain better assess early literacy skills. Data from these assessments are used assess the strengths, as well as areas in need of improvement for ELLs. This in turn, allows teachers do do more effective and targeted instructional planning. The efficacy of this practice has been

borne out by the fact that ELLs, continue to do as well or better non-ELLs on NYSAA scores in the content areas of ELA, Mathematics, Science and Social Studies.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data across NYSESLAT proficiency levels show that ELLs score better on the modalities of Listening and Speaking than on the Modalities of Reading and Writing. This is also true for our non-ELL students.
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](#))
Data across for 2013 was unavailable in th RMNR report but patterns across modalities were analyzed using previous years' data.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Patterns across proficiencies and grades show that ELLs students who have received a greater number of years of ELL services have achieved a greater level of proficiency in academic English Language than those receiving fewer years of services. Those ELLs who have received the greater number of years of services do equally well in tests taken in English when compared to tests taken in their native language.
We do not participate in ELL Periodic Assessments at this time.
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
To ensure that a child's second language development is considered in instructional planning , instructional staff have to make accurate assessment of students language proficiency. Data from tests such as NYSESLAT and teacher-made-tests are examined. It is important that all staff, including monolingual staff receive training in methodologies in second language acquisition. Our teachers 'shelter' the language to help students with understanding key phrases and terms with which they typically encounter difficulty.
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?At this time, we do not have a Dual Language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
As with all students school-wide, Annual Yearly Progress for ELLs is evaluated by tracking progress students have made in meeting the instructional goals set for them. To this end, P373K has decided to invest in instructional planning and materials that target improvement in the modalities of of Reading and Writing.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At P373K/BTC English Language Learners are identified by a careful examination of various student records. We begin this process by consulting the school's computerized student data system, namely, Automate The schools (ATS). A number of reports are

run. These include, but are not limited to, REXH, HISE, RLAT, RDGS and RLER. The Child Assistance Program (CAP), another electronic student-record system is also consulted to help identify ELLs.

In addition, student files are examined to for the existence of a Home Language Identification Survey. IEPs are also checked in order to help determine student mandates. Students Home language is already established by the time they reach our school. In those cases where students are entering school for the first time, our fully-certified ESL teacher , Ms. Amercy Shields and Bilingual teachers will conduct an ionformal oral interview in English and in the native language and administer a formal initial assessment. The staff responsible are fully-certified Bilingual teachers , mM. Rose Quinones and Mr. Felix Valentin and fully- certified ESL teacher, Ms. Amercy Shields.

It is the role of the CSE(Committee on Special Education) identify ELLs upon their first entering our school system. However, in cases where this is not done, P373K ensures that the LAB-R is administered within ten (10) days after admission. If proficiency can not be accurately determined from LAB-R scores, then, for Spanish-speaking ELLs only, the Spanish LAB is administered. In addition an informal oral interview with the parent is conducted by a pedagogue.

During the intake process, when new ELLs enter our school, parents are given an orientation explaining the different programs our school offers.

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.
When ELLs first enter our school, we meet with parents and conduct intake process. We apprise parents of the programs we offer. P373K has two (2) Transitional Bilingual Education classes and a Freestanding ESL program. One of these bilingual classes is in our main-site and is taught by Ms. Rose Quinones whose is fully -cetified. Our second bilingual class is located at a full-time, community-based worksite. The teacher at this site is, Mr. Felix Valentin, who is fully- certified. Our fully-certified ESL teacher, Ms. Amercy Shields is based in our main-site.
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 [\[see tool kit\]](#).)
Parent Survey and Program Selection forms are typically done at the CSE stage.
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.
Since P373K is a District 75 school, placement is typically done at CSE level.
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.
ATS reports are consulted to determine NYSESLAT eligibility list. A shedule is worked out for the administration of all four components of this test. Bilingual and ESL pedagues, namely Mr. Valentin (Bilingual) Ms. Quinones (Bilingual), Ms. Shields (ESL) as well as the P373K Testing Cordinator, Ms. Janet Duncan. Student attendace is tracked to ensure all students can take components they might have missed, at the next soonest possible date.
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. 
Since Parent Survey and Program Selection forms are typically done at the CSE level, parent come to us with some sense of the programs available. We, nevertheless, review program choices with parents during intakes.

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])?

P373K has two self-contained Transitional Bilingual Education classes. One of these is in the main building, the other is at a full-time, community-based worksite. Our ESL program is comprised of three different groupings based on proficiency levels and follows a push-in/pull-out model.
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)?

Schedules are developed in a manner that permits the two(2) bilingual teachers to provide at least, the minimum number of instructional units of ESL, Native Language Arts (ELA) and English Language Arts (ELA) instruction as required by CR Part 154. Similarly, the schedule of the one(1) ESL teacher allows for the provision of at least, the minimum number of minutes of ESL and ELA instruction as required by CR Part 154, to all students on a weekly basis. In each of our programs, explicit ESL, ELA and NLA instructional minutes delivered, not only meet, but exceed the required number of minutes as per CR Part 154. Content-Area instruction is provided as follows: a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: Language Experiences, the Natural Approach, Scaffolding Techniques and the use of graphic organizers
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.

Content-Area instruction follows the Common Core standards. The use of technology is incorporated into ESL and Content-area instruction to give students additional support. Multi-sensory and multi-cultural materials are infused throughout all aspects of instruction. The materials used are age and grade appropriate and are eclectic in nature. They come from various sources including Santanilla, Benchmark, Rigby (On Our Way) to English, National Geographic Theme Sets, teacher-made and differentiated materials as well as augmentative devices such as Dynavox and Big Mac.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

During Native Language instruction, our teachers use formal and informal assessments to evaluate students throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our teachers use formal and informal assessments to in the modalities of Speaking, Listening, Reading and Writing to evaluate students through the year.
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).

Our instructional plan for SIFEs is to first provide an orientation of the school to the students and their families. This meeting is facilitated by the Bilingual and ESL team, classroom staff and members of the LAP committee. In addition, SIFEs and Newcomers are targeted for Academic Intervention Services (AIS)

Another component of our instructional plan for SIFEs is to draw heavily from the support provided by our two (2) Family Workers. One of these workers is fluent in English, Spanish Haitian-Creole and French; the other is fluent in English and Spanish. These workers serve as a vital link between home, school and community. We know the importance of this linkage, since, more often than not, families lack the facility with English language and as a result are unable to access vital services. Family workers are a tremendous help in this regard.

ELLs who have completed 4 to 6 years are supported through a continuance of their ESL services, as per their IEP and in accordance with their proficiency levels as indicated on the NYSESLAT. ELLs having 6 or more years of service are integrated into one of our full-time community-based worksites where they job-train alongside adults who speak both their native language and English.

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?

Teachers of ELLs use high interest materials in the content areas of Mathematics, ELA, Science and Social Studies. The materials are age and grade appropriate. Technology (hardware .e.g. Smartboard) and software are fully used to enhance instruction. Field trips and assemblies and project-based learning are also used as vehicles for accelerating English Language development.

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?

Staff are given a choice of Professional Activity. Many teachers used these periods to work with ELL-SWD students to do project based-learning. Assemblies are also used to give students the opportunity to showcase their learning and therefore re-inforce the gains that they have made achieving their IEP goals and attaining English proficiency within the least restrictive setting. ELL-SWDs also have the opportunity to participate in one of our four (4) Inclusion program which are less restrictive.

Courses Taught in Languages Other than English ①

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

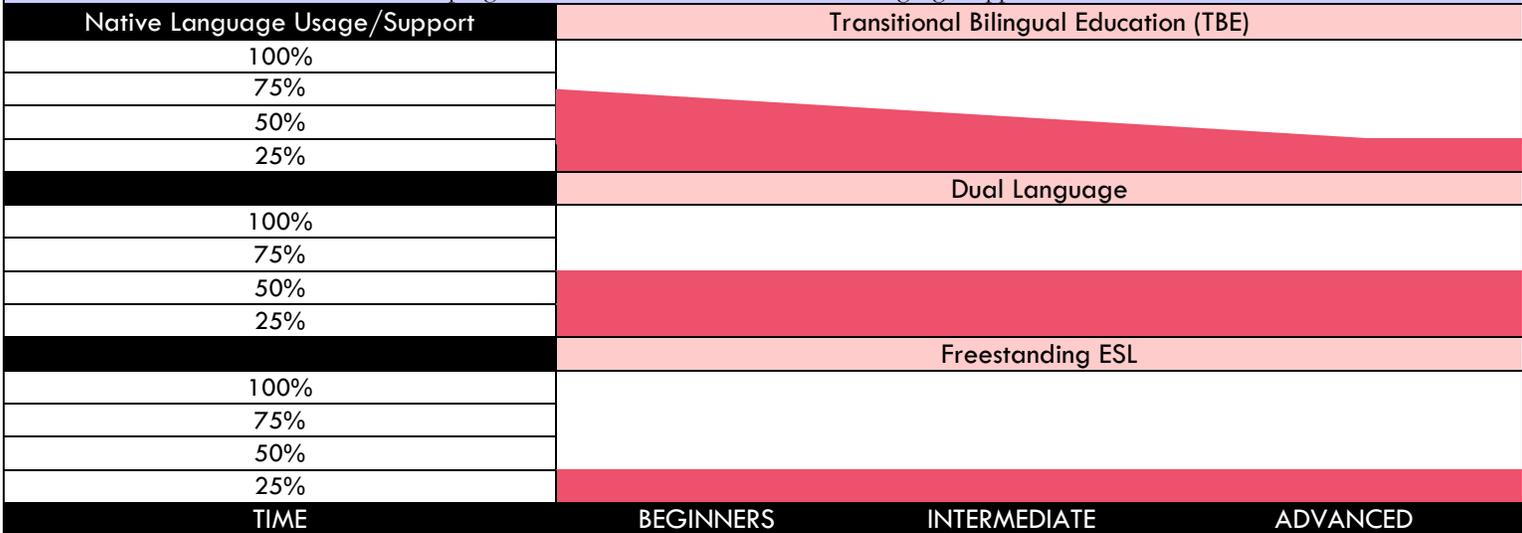
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
P373K currently provides Academic Intervention Services (AIS). This allows teachers additional instructional time to work with a small cohort of students. In addition there is the Title III after-school program, which provides students with the opportunity to improve skills in the content areas. There is also the CHAMPS after-school recreational program, which is open to all students and which provides an opportunity for ELLs to improve language skills in a recreational (dance and athletic) settings.
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 efficacy of these two programs is borne out by the fact that ELLs data-folioed on last year's NYSAA did as well or better than non-ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
We are looking at ways of expanding these programs to include a greater number number of ELLs.
12. What programs/services for ELLs will be discontinued and why?
We have no plans to discontinue any of these programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. These programs include but are not limited to CHAMPS, Teacher-Aide training, Custodial training and Culinary training.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
All students have acces to our technology room which boasts of thirteen (13) desktop computer and a smartbard. In addition, each classroom has its own smartboard and two-computers. Our teachers regularly utilize lpads to facilitate instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In our Transitional TBE and Freestanding ESL programs our ESL teacher uses texts, DVD videos and other materials that reflect the culture and languages of students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
The school's resources fully support ELLs by ages and grades. these resources are age/ and grade appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolled students are provided with tutoring and enrollment in a club that will help support their adjustment to their new school. Students are paired with a buddy student to help in the process. Inaddition, there is an initial focus on initial literacy in their native language.
18. What language electives are offered to ELLs?
At present, our school offers no languge electives.
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)?

At present, we do not have a Dual Language program

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.

Our professional development plan for teachers of ELLs include topic such as: Language Allocation Policy, Language Acquisition, Differentiated Instruction, Teaching Across the Content Area and Memoir Writing. Teachers and paraprofessionals serving ELLs will be provided with this training.

All teachers, including teachers of ELLs are expected to enroll in courses to improve pedagogy as part of their Professional Growth Plan.

All high school pedagogues including Assistant Principals, School Counselors, School Psychologist Occupational and Physical Therapists, Parent and Testing Coordinator will attend workshops to help them to become knowledgeable about the many different components necessary in order for ELLs to achieve the best possible post-secondary outcomes.

Efforts will be made to have a greater number of monolingual special education teachers receiving the mandated ten (10) hours of Jose P training.

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?

According to our school's most recent School Survey, parental response has remained steady at around 36% a slight dip from the past two years. However a review of parent logs and sign-in sheets show that there was a significant increase in the number of ELL as well as other parents visiting the school and becoming involved. Each year P373K sponsors a school-based Career/Transition Fair. Community Based organizations and Adult Service Agencies are invited in to apprise students and their families of available services.

For the years 2013-2014 and 2014-2015 this Fair will be scheduled for early Spring. Care is taken to invite organizations and agencies best suited to address the needs of our ELL population. Parents who attend this Fair, can choose from a range of services being offered.

In addition, parents are invited to attend and participate in our school's Title III program alongside their children. Here, they can improve their literacy and technology skills and work towards Academic English Language acquisition for the entire family.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75K373 School Name: 373K

Cluster: 755 Network: 5

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

Part A: Needs Assessment Findings

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

At the time of admission, student records are examined for evidence of the Home Language Interview Survey to help determine the student's Home Language. Students and their parents are interviewed and complete a comprehensive intake form. We elicit from the parents and guardians the language spoken at home. For those parents unable to visit the school, outreach is done by telephone. If this fails, we rely on our two (2) Family Workers to visit the home. At this time, we serve students whose home languages are: Spanish; Haitian-Creole; Urdu and Arabic. we use DOE documents and other DOE resources to help with translation into the identified home language. Contact is made with the Office of Translation for help in translating all school notices, newsletters and interview forms, when staff is unable to provide this service.

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.

P373K uses official translated DOE documents when provided. We also use our Alternate placement paraprofessionals and other staff who are fluent in the identified language to provide oral as well as written translation to parents. Outreach is made to the DOE when providing this service becomes a hardship. These efforts are reported in the minutes of the School Leadership Team. At present, we about ten (13) parents whose preferred language is Spanish; three (3) Haitian-Creole and one (1) Urdu. With regard to the Spanish-speaking parents, we utilize our staff i.e teachers and multi-lingual family workers, to address any written and oral translation needs that arise. In addition, our school continues to utilize our School Messenger automated calling service to notify parents of absences and lateness. This is done on a daily basis. This service is also utilized to notify parents of significant school events and unforeseen emergencies, such as, emergency school closings and the likes.

At present the calls are made in English and Spanish. We currently utilize the services of the Alternate Placement paraprofessionals in the languages of Haitian Creole and Urdu to make calls to parents who speak these languages. This information is continually shared with parents at School Leadership Team and Parent Association meetings.

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.

P373K's written translation services are provided by either staff members or parent volunteers. We currently have pedagogues and other staff members who are fluent in the languages of Spanish and Haitian-Creole. In addition, we have two Alternate Placement paraprofessionals who are fluent in the respective languages of Urdu and Bengali. When there is no one available, our school's Parent Coordinator contacts the DOE for help with written translations. To ensure the timely provision of translated documents to parents, languages are targeted based on advance knowledge of such a need.

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.

P373k will provide oral interpretation services for parents through staff and parent volunteers. In those instances where we do not have a staff member or parent volunteer fluent in the identified language, we outreach to the Department of Education's Office of Interpretation and Translation to provide assistance in this area.

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>.

Parents will be informed monthly through the school's automated School Messenger service, mailings and written communications given to students. The P373k School Safety Plan will be shared with the School Leadership Team and the Parent Association. P373K administration will work with the Parent Coordinator to ensure that each family is provided with a copy of the Parents' Bill of Rights. Interpretation notice signs will be visibly posted within school.