

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**75K004**

**School Name:**

**P.S. K004**

**Principal:**

**DEBORAH EVANS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. K004 School Number (DBN): 75K004  
Grades Served: P-5  
School Address: 530 Stanley Avenue, Brooklyn , NY 11207  
Phone Number: 718-498-6680 Fax: 718-927-3554  
School Contact Person: Sylvia Middleton Email Address: \_\_\_\_\_  
Principal: Deborah A Evans  
UFT Chapter Leader: Gloria Barber  
Parents' Association President: G. Cantave  
SLT Chairperson: Deborah A Evans  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn (District 19) Director: Bernadette Fitzgerald  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: Network 2 Fax: Arthur Fusco

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Deborah Evans	*Principal or Designee	
Gloria Barber	*UFT Chapter Leader or Designee	
G. Centave	*PA/PTA President or Designated Co-President	
Lillian Montanez	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elvira Gillespie	Member/	
Marie Cadet	Member/	
Anie Camille	Member/	
	Member/	
	Member/	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

**1. School Community** PS 4 K is a Special Education School with 363 students from grade Pre-K through grade 5. The school population comprises 62.56 % Black, 25.93% Hispanic, 4.01 % White, 5.08% Asian, and others 2.42 %. The student body includes 16.7 % English Language Learners and 83.3% Special Education Students. The following populations of students with Autism Spectrum Disorders (ASD), and other varying behavioral and developmental impairments represent: 6:1:1 ; 12:1:1 ; 8:1:1 ; and 12:1:4 Boys account for 71.12 % of the students enrolled, and girls account for 28.88%, representing a ratio of just under 3:1. The average attendance rate for the school year 2014-2015 was 89.54%.

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

### **P4K Belief System of How Children Learn Best.**

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

- The school has established several community partnerships with NYU Optical and Dental Services;, Family Cookshop, Gardening with Brooklyn Communities, Swimming with Astoria Swimming Agency, etc...

### **2. Strengths, Accomplishments and Growth**

- **Adoption of CCLS and Alignment of Curriculum /Assessment Maps / Programs.** Our school has adopted the CCLS from the inception. In **January 2010** , the school conducted a *survey to ascertain* what teachers would like to include in the new revised CCLS-aligned Curriculum Map. Based on the needs assessments, the organization revised its CIA team to begin writing the P4K CCLS-aligned Curriculum Map in all core subjects. To this end, Coaches successfully conducted Crosswalk for ELA and Math, and *dug deeper into understanding the standards and the instructional shifts to meet the diverse needs of our students. These professional learning experiences have been well received by all members who had to progressively turnkey the material to colleagues at their respective sites. The real work then began in writing the C/Map. **The upshot today is that all new and veteran teachers have continually and enthusiastically receiving, adopting and focusing these new learning standards and the shifts by incorporating them into their lesson planning and instruction as they move to meet students' special needs.*** (QR 1.1a; DR1a, 1e)

- **CCLS-aligned Curriculum Map and Instructional Shifts** . P4K has progressively been taking major steps to incorporate the CCLS and the Instructional shifts into its Curriculum Map, its Units of Study, teaching points, resources and

differentiated, modified interdisciplinary center –based activities for early to advance students; all aspects are coherently aligned across and within grades. QR1.1c; DR 1a, 1e, 3c). *These concrete, hands-on activities are designed to address students' individual learning strengths and therefore stimulate their thinking and making sense of what they are doing and learning (QR1.1b; DR1a, 1e, 3c)* . These actions and strategies have hugely impacted and enhanced teacher practice and student engagement at centers, and in student work products (QR 2.2;DR 3c, 3d). This correlation along with the Instructional shifts and the expectation of Rigor are well articulated into our C/Map Lesson plans and units of study. At our PLC Day 2 meeting, teachers have been and are continuing to examine student work in terms of the instructional shifts embedded in the CCLS. Teachers have consistently utilized these protocols to evaluate themselves and their student outcomes. The use of DOK during instruction particularly allows teachers the opportunity to assess student for learning, and at the end of lesson provides teachers and other students a handle of how students have performed. **Overall impact has been a tremendous help to teachers in navigating the CCLS C /map, incorporating the condensed instructional shifts, and integrating Danielson rubric to register a huge impact on teacher practice and student outcomes.** (QR1.1; DR1a).

- **Both experienced and new teachers fully understand what an invaluable resource the CCLS-aligned C/Map plays in planning, preparing for and delivering instruction in their classrooms and ensuring educational equity, access and opportunity for all students including ELL students across the organization.** (QR 1.1c;DR 1a, 1e, 3c, 3d) The C/map is simply laid out, user-friendly and serves as a formidable resource of instructional ideas and material to meet the diverse needs of all students.(QR 1.1a). The upshot of this integration has been observed in improved teacher planning (**using P4K suggested Lesson Plan Template**) , and presentation of engaging instruction to meet the diverse needs of their students. Teacher Final Evaluation results are as follows: 75 % of teachers have had a 'Highly Effective' rating, 23% 'Effective', 2% Developing and 0% 'Ineffective' All Students have gained a Level 2 or higher at the CCLS Culminating Performance Tasks in ELA and Mathematics as per our last SCEP goal.

- **P4K 3-E Instructional Model with High Correlation to UDL** . Our delivery of concrete, pictorial, hands-on differentiated and adapted activities are all driven by our researched –based 3-E Instructional Model of Engagement, Exploration (at interdisciplinary centers) and Evaluation (of student various work products) at each center and end of period. (QR1.2 ; DR1a). *Our 3-E model is highly aligned to the UDL principles* that allow teachers to utilize multiple entry points to present tasks, and permit students to express their work products in multiple ways and to share their work products with peers and adults ). Teachers have been and are copiously utilizing the CCLS-aligned C/Map to create lesson plans and align to the Danielson rubric all the time, and at all centers. (QR 1.2; DR1e). All stakeholders uphold these beliefs of how children learn through the learning continuum of

**Concrete \ Symbolic \ Pictorial**

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

**1. PBIS Behavior Management System of Be A S.P.O.R.T with its wide range of puppetry that represent Functional**

**Qualities of Trust, Respect , Control, Persistence and Effort is intimately embedded into our instructional day**

- **Parent Information of CCLS and P4K strategies.** Parents across all six sites have been involved in many professional learning opportunities including the Common Core Learning Standards (CCLS) and their implications for teachers, students, parents and other stakeholders. They also have had an insight into P4K instructional strategies (3-E Model within center-based learning), and support systems / structures that are in place to meet the demands of the CCLS. In addition, coaches have provided many learning experiences for parents in Math/Science, and ELA/Art/Social Studies to assist children at home. The organization also provides relevant Math, ELA, Science and Speech/ Communication material during these occasions to enhance the home-school connection but more importantly, to help with students homework and learning. (QR 1.1a, 1.2;DR 2a, 4a)

**2. We have made enormous strides in *all of The Elements of the Capacity Framework for Great Schools as evident from achievement of all S/CEP goals***

3. We have earned the following rating on the Quality Review Performance Indicators: Instructional Core - Well Developed;

Pedagogy-Proficient; Assessment-Well Developed; School Culture of High Expectations-Well Developed; Professional Collaborations-Well Developed

**4. Major Focus: P4K Instructional Focus** . The development of our 2015-2016 P4K Instructional Focus (1.2) shown below, has resulted from deep discussions of emerging ideas from multiple perspectives including the CIA members. The team formulated the ***Instructional Focus that revolves around the Six Elements of the Capacity Framework*** driven by the CCLS-aligned Curriculum Map with Center-based activities, the Instructional Shifts) and ***the following P4K Structures and Systems: PLCs Protocols, 3-E Instructional Model, Lesson Planning & Preparation Template, Differentiation utilizing the Nine Adaptations, SCEP goals, Teacher Personal goals, Framework for Student Safety, Technology, Various Assessments and IEPs, PBIS, Professional Learning, Communication Systems, Quality Review 'big' and sub-Performance Indicators and the eight evaluative and sixteen formative Danielson Components.***

***Instructional Focus: Enhancing student engagement and learning in ELA by focusing on Main Idea and Key Details of a variety of text Read***

***Aloud to , with and by students (RI.1 & SL 3.2), using Multiple Entry and Exit Pathways . QR 1.2 / FfT 1a;1e;3b;3c; 3d***

***Narrative*** : P4K Belief System of How Children Learn Best incorporates a vision of exposing students with cognitively engaging, rigorous and differentiated Center-based Learning Experiences in ELA delivered through the 3-E Instructional Model. QR 1.1; 1.2 / FfT 1a;1e;3c

Given these opportunities with teacher collaboration, students will be able to demonstrate increased engagement and learning as they close the gap between what they can achieve with adult guidance and what they can do independently; all geared toward meeting the demands of the Common Core Learning Standards. QR 1.2; 2.2;4.2 / FfT 3c;3d; 4d;4e;

Our organization expects that all students will achieve a Level 2 or higher in ELA, as measured 3 times / year using the P4K teacher – created rubric on the End of Unit Assessments. QR 2.2 /FfT 1c;3d

## 75K004 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	354	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		86.8%
% Free Lunch	72.3%	% Reduced Lunch		1.9%
% Limited English Proficient	15.3%	% Students with Disabilities		99.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.6%	% Black or African American		55.1%
% Hispanic or Latino	21.1%	% Asian or Native Hawaiian/Pacific Islander		4.9%
% White	6.3%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.85
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- The results of the 2014-2015 NYCDOE CCLS- aligned Culminating Performance Tasks in Mathematics and Literacy have shown that all P-5 students have earned Level 2 and higher. In fact the actual results for Math is 3.0, representing a 58% increase from the baseline figure of 1.9 . For ELA, the level has been 2.2, representing a 25% increase.
  - Since the CCLS are still in their early implementation phase, and considering our students’ developmental needs and challenges, the P4K organization will continue supporting all students to meet and exceed the 2015-2016 CCLS- *aligned Instructional Expectations in Mathematics and ELA as we address the **Capacity Framework for Great Schools - Element of Rigorous Instruction*** . Continuing to provide appropriate, modified, and engaging mathematics and literacy learning experiences will lay the foundation for our children to successfully complete grade-specific CCLS- aligned Culminating Performance Tasks, in both Math and ELA that will allow them to achieve post-secondary career readiness skills, and independent learning.
  - P4K Quality Review of 2014-2015 has shown that we have in place adequate support systems and structures to provide *rigorous instruction* as evident in our CCLS-aligned Curriculum Map with engaging and differentiated center-based activities driven by our 3-E Instructional Model that has earned us ‘Well Developed’

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2016, all P-5 students will achieve a Level 2 or higher in one CCLS-aligned ELA Culminating Performance Task and one CCLS-aligned Mathematics Culminating Performance Task, as a result of participating in *rigorous and engaging CCLS learning experiences* , as measured by student performance on the P4K teacher-created rubric. (Capacity Framework for Great Schools Element of Rigorous Instruction )**

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers follow the P4K CCLS-aligned Curriculum Map with Units of Study, Teaching Points, and Student Learning Objectives driven by the 3-E Model of Engagement, Exploration, and Evaluation that provides Multiple Entry and Exit Points for rigorous, concrete and engaging activities to enhance student outcomes.</p> <p>Teachers receive Professional Development from D75 office and from P4K Instructional Coaches to build teacher capacity and ensure student success at the Performance Tasks.</p>	<p>All P-5 students</p>	<p>December'15- January '16 for Math.</p> <p>March '16 – April'16 for ELA</p>	<p>APs, Coaches, Lead Teachers, Cluster Teachers, Classroom Teachers/Paraprofessionals/Related Service providers and site teacher trainers</p>
<p>Teachers of SWD and ELLs will receive Lesson Plan Samples and Samples of Center-based Activities through use of scaffolding, graphic organizers, drama and play, art, inquiry/discovery, direct instruction, technology strategies in Math and ELA with support from the 'Push-in Model to support student outcomes.</p> <p>Teachers use the Nine Adaptations to modify foundational tasks to help students experience success at this goal.</p>	<p>All P-5 students</p>	<p>December'15- January'16 for Math.</p> <p>March'16 – April'16 for ELA</p>	<p>APs Coaches, Lead Teachers, Cluster Teachers, Classroom Teachers/Paraprofessionals/Related Service providers and site teacher trainers</p>
<p>P4K continues to foster an effective home-school partnership through our October 'Meet &amp; Greet' opportunities. Parents at each site become aware of the P4K Expectations for the CCLS-aligned</p>	<p>All P-5 students</p>	<p>September'15- June'16</p>	<p>Principal, Assistant Principals, Coaches, Lead Teachers, Related Service Providers, and Classroom Teachers/Paras, Parent Coordinators, Family Aides, PBIS Advisory team</p>

Mathematics and Literacy Culminating Performance Tasks. During the school year parents are provided with relevant materials and training in Math/Science and Literacy to help parents work with their children at home to improve their achievement.			

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

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

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

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant
	C4E	21 <sup>st</sup> Century Grant	SIG/SIF	PTA Funded	In Kind	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Math Tasks**

– Progress Monitoring in February ‘16 - P4K will collect, analyze data and ascertain progress of Math Performance Tasks

- September Orientation Day ‘15 – Teachers provided with all grade levels CCLS-aligned Math Performance Tasks
- September –November’15 Teacher from various sites attend PD to dig deeper in to the tasks, create Units of study, perform and ‘Make & Take’ modified Performance Task for their site teachers
- Site representatives turnkey ‘Make & Take’ tasks for teachers by grade level
- December –January: Teachers administer tasks for their multigrade classroom students

- Teacher submit results of Task to Data specialist for analysis and decision – making and perhaps, modification of the goal

### **ELA Performance tasks**

→ Progress Monitoring in April: P4K will collect, analyze data and ascertain progress of Math Performance Tasks

- September Orientation Day '15 – Teachers provided with all grade levels CCLS-aligned Math Performance Tasks
- January-March'16- Teachers from various sites attend pd to dig deeper into the tasks, create Units of study, perform and 'Make & Take' modified Performance Tasks for their site teachers
- Site representatives turnkey 'Make & Take' tasks for teachers by grade level
- March –April'16 - Teacher administer tasks for their multigrade classroom students
- Teacher submit results of Task to Data specialist for analysis and decision – making and perhaps adjustment of the goal

**Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.**

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- The school espouses a vision and a belief system of how children learn best by providing opportunities for rigorous and differentiated center -based activities where all children can learn within an interdisciplinary academic approach that supports trust and respect for one another and where children feel safe, without any fear of communicating their thinking, requests, and needs among adults and peers. Our P4K systems and structures all address and support the **Capacity Framework for Great Schools Element of Supportive Environment** in which Communication plays a significant part in our children’s daily life. Indeed, it has always been one of the greatest challenges for students diagnosed with Autism Spectrum Disorders (ASD) and other developmental impairments. The 2014-2015 SANDI results have shown that we have just met the 5% increase in communication skills. For these reasons, P4K organization has decided to continue with this goal in order to observe the increase in growth and development *in social interaction* and communication skills among all students.
- **Under the Quality Review Performance Indicator - School Culture of High Expectations**, our school has earned ‘Well Developed’ that supports the **Capacity Framework for Great Schools Element - Supportive Environment**.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2016, P-5 students will demonstrate an increase in communication skills as evidenced by a 5% increase over baseline scores, (October 2015 ) on the appropriate formative assessment. (Capacity Framework for Great Schools Element of Supportive Environment)**

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will continue to receive training in SANDI to effectively identify levels of communication for students and enable teachers to formulate strategies to improve student communication skills</p> <p>Speech Providers will work collaboratively with teachers to create appropriate goals that will be used throughout the instructional day, as well as creating schedules to establish protocols and strategies for 'push-ins'. Speech providers will support classroom teachers with adaptive visual, verbal, and physical structures material to enhance students' varied communication systems.</p>	<p>All P-5 students</p>	<p>September '15 –June '16</p>	<p>District 75 Personnel, and SANDI/FAST Programmers for Administrators, Lead Teachers, and Coaches, Designated Lead Teachers Speech Providers and Classroom Teachers</p> <p>and Paraprofessionals,</p> <p>Data Specialist</p>
<p>Classroom teachers prepare, adapt, and design foundational tasks with scaffolding, graphic organizers and other instructional strategies to ensure success for all SWD and ELLs students to increase communication skills.</p>	<p>Classroom Teachers, and Related Service Providers</p>	<p>September'15- June'16</p>	<p>D75 Personnel, Speech/ Communication Specialists, APs, Designated Lead Teachers, Coaches, and</p> <p>Data Specialist</p>
<p>Professional Development Programs for Parents in Communication provide opportunities for reinforcing communication skills at home; use of various programs such as PECS at home, and modeling examples of social-emotional support for students within the realm of communication. Parents leave the workshops with appropriate materials to take home and reinforce skills accordingly.</p> <p>Teachers share communication tips and information through Newsletters about school events, parent meetings and other activities</p>	<p>Parents and Families, bus drivers &amp; matrons</p>	<p>September '15- June '16</p>	<p>Principal, APs, Sppech/communication Experts, Parents, ELL Teachers, Teams of Teachers –all stakeholders</p>

including Award and Celebration Ceremonies; all designed to acknowledge student accomplishments in communication skills and other subject matter.			
Our PBIS Behaviors Management System incorporates respect, trust, caring for one another and consideration for others through a common language and positive actions that convey respect for teaching and learning within the P4K community. Parents are encouraged to maintain high expectations for their children in all circumstances with trust and respect demonstrated throughout all environments.	Students, teachers and aides, parents and families	September '15 – June '16	Principal, APs, Related Services Providers, Parents, Community agents involved in co-curricular activities such as Gardening and Swimming

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>• <b>Professional Development:</b> Designated Lead Teachers, Data Specialist, provide training in SANDI/FAST for all teachers</li> <li>• Speech ./ Communication Specialists provide Workshops on AAC Devices and other Communication systems including Mayer-Johnson</li> <li>• <b>Instructional Resources</b> -<i>Let’s Begin , Land of the Letter People, Words Their Way, Equals and Everyday Math, Foss Science, HealthTeacher, and the Art Blueprints. Audio books, Technology, Classroom libraries, COOKSHOP, Gardening and Swimming. Use of the Push-in Model</i></li> <li>• P4K Systems of Communication with Parents and other Stakeholders through newsletters, assemblies, meetings, and daily communication</li> <li>• P4K System of Behavior Management – PBIS and ‘BE A S.P.O.R.T.’ Strategy with Puppetry icons</li> </ul>										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• Agendas/Handouts/Evaluation of trainings on SANDI for all faculty, staff and administration</li> <li>• Speech Providers’ logs and Student Binderfolios</li> <li>• Monitoring and Reviewing of student IEP goals and Objectives; S ANDI/FAST Assessment Results:</li> <li>• <b>November</b> – collection of student baseline data in communication skills; End of year-collection and analysis of SANDI data</li> </ul>

- **May-** 50% of targeted students will move by one or more levels in targeted communication skills
- Student Daily Performance Chart and Binderfolios and Monthly Progress Reports of student performance and progress to parents
- Agends/Handouts/Evaluation of Training Completed Forms

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

The need to create and design engaging center- based learning activities for diverse instructional groups is increasingly demanding of ***collaborative teachers to adopt and adapt a vast spectrum of instructional strategies that will foster student engagement, impact student outcomes and improve teacher effectiveness. Teacher collaborate at their PLC Day 1 meeting to create ‘Make & Take’ activites for their diverse student needs, and PLC day 2 to examine student work samples with next steps.***

Our End of Year Results for this goal have shown that 58% of teachers have moved from ‘Effective’ to ‘Highly Effective’, while 23% earned ‘Effective’ making a total of 75% under ‘HE’Only 2% fall under ‘Developing’. This revelation is gratifying . ***However, the organization must continue to sustain and even improve on this performnace.***

Therefore , P4K will respond to and meet the NYCDOE **Capacity Framework for Great Schools Element of Professional Collaboration** and P4K Expectations through this goal and ***its Instructional Focus*** to strengthen and improve teacher effectiveness that will show evidence of progress teachers are making toward achieving their own professional goals generated from *Advance* , and which will increasingly impact student learning outcomes through increased student engagement and learning.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

**By June 2016, teachers will demonstrate increased use of effective instructional strategies as evidenced in increased student engagement (DR:3c), as measured by an analysis of gains in teacher performance in the HEDI rating (Danielson Framework from October 2015 to May 2016, and a 5% increase in student time on task**

**(Capacity Framework for Great Schools Element of Collaborative Teachers)**

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Coaches assist teacher in unwrapping and utilizing the P4K CCLS-aligned Curriculum Map with Units of Study, Modules, Themes and Teaching points toward meeting this goal of improving teacher effectiveness and student engagement, (DR:3c).</p> <p><b>Professional Learning Communitieis (PLCs):</b> Teachers use the CCLS-aligned C/Map and Lesson Templates to create lesson plans aligned to the Danielson rubric all the time, and for all centers, using the 3-E Instructional Model used for planning and delivery of engaging, concrete, pictorial, hands-on differentiated and adapted activities to increase student engagement. (DR:1a,1e).</p>	<p>All Teachers</p>	<p>September '15- June '16</p>	<p>District 75 PD, Lead Teachers, and Coaches, Designated Lead Teachers</p> <p>Data Specialist</p>
<p>Teachers receive Internal and External Professional Development and follow-up workshops that allow them to gain a deep understanding of the <i>Danielson's Framework for Teaching</i> for evaluation of teacher effectiveness.</p> <p>Teachers establish professional goals in alignment with Components 3b,3c, to improve their own professional career and teacher effectiveness.</p>	<p>All Teachers and their students</p>	<p>September '15- June '16</p>	<p>District 75 PD, Lead Teachers, and Coaches, Designated Lead Teachers</p> <p>Data Specialist</p>
<p>Our delivery of concrete, pictorial, hands-on differentiated and adapted activities are all driven by our researched –based 3-E Instructional Model of Engagement, Exploration (at interdisciplinary centers) and Evaluation (of student various work products) at each center and end of period</p>	<p>Parents and Guardians</p>	<p>September '15- June '16</p>	<p>Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers</p>
<p>P4K shares its values, expectations and belief for student engagement and learning through our P4K Belief System of How Children Learn Best. To continue to expand our trusting relationships with parents, we believe in sharing the ratings of teachers upon parental request.</p>	<p>All Stakeholders</p>	<p>September '15- June '16</p>	<p>Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administration and Coaches provide workshops with P4K Teaching and Learning The P4K Way, and NYCDOE Document on 2015-2016 Instructional Expectations
- Coaches, district personnel and NYCDOE on the Danielson’s Framework For Teaching (FfT) and P4K *Look Fors/Listen Fors*.
- APs and teachers ; Principals and APs conduct Teacher Observations for SCEP Baseline data and Teacher Evaluation using *Advance*
- Principal, Chapter Leader, Four Teachers, Two coaches to form the MOSL committee to complete Options and Assesment Types
- P4K Coaches and administration provide workshops in P4K Curriculum /Assessment Maps and P4K Thumb Drive Resources
- All teachers provided with NYCDOE /P4K Units Of Study/ Foundational Tasks/ Culminating Performance Tasks for each grade, along with The Nine Adaptations Protocol, NYSAA Extensions and Sample Assessment Tasks (SAT)
- All teachers use the 3-E Model of Engage, Explore and Evaluate within the Center Based Learning Approach; P4K Curriculum Map and Center Learning Activities (sample tasks), and P4K Lesson Plan Templates

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- **Benchmarks:** Baseline, Mid Year and Year End collection and analysis of data with results and feedback that may necessitate revision

**Timeframe:** October (baseline) – 1<sup>st</sup> Observations, followed by other Observations for Midyear and Year End Analysis of data

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

Our last S/CEP goal has been achieved with all K-5 ELLs demonstrating a performance level of 2.5 compared to the average baseline level score of 2.0, a 0.5 increase representing 25% increase in Listening Performance. In the Speaking Modality, all ELLs have surpassed the average baseline score of 1.9 to level 3.0, a dramatic increase of 58%.

Notwithstanding these performances, it is obligatory for the organization to continue with this goal as the Rubric for NYSESLAT has changed which will also impact our teacher-created rubric. Additionally, P4K School Leadership has recognized the increase in the number of ELLs in attendance that has significantly impacted the need to have our students participate in the Listening and Speaking Modalities of NYSESLAT. These modalities have been recognized as the neediest for our children based on the 2014-2015 NYSESLAT results.

Accordingly, P4K has generated a Listening and Speaking Modality Program based on NYSESLAT to assess student performance and growth as measured by P4K teacher-created rubric. Because of the increasing numbers of ELLs with seven sites, there has been an urgent need to hire a second ENL teacher to cope with adequate provision of targeted services. **(Capacity Framework for Great Schools - Effective School Leadership)**

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2016, all K-5 English Language Learners will achieve a Level 2 or higher, as a result of participating in engaging Listening and Speaking Experiences, as measured by student performance on the P4K ELL teacher-created rubric. (Capacity Framework for Great Schools Element of Effective School leadership)**

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Teachers receive training in understanding the P4K CCLS-aligned Curriculum Map with Units of Study, Teaching Points, and Student Learning Objectives to improve all student outcomes particularly for our ELLs.</li> <li>• P4K Professional Learning Communities (PLCs) Protocols - Day1 and Day 2 with Tracking Log, and Day 3 SMART Inquiry for Professional Collaboration; all geared to improve teacher capacity to successfully improve the achievement of ELLs.</li> <li>• Teachers articulate the principles of trust and respect for others in their conversations at all PLCs meetings; and in classrooms using PBIS.</li> <li>• PD for ESL teachers in the elements of the Listening and Speaking Framework for students.</li> </ul>	<p>All ENL Teachers/ RSPs</p>	<p>September'15- June'16</p>	<p>Principal, APs and Two ENL Teachers/Classroom Teachers/RSPs</p>
<p>P4K teachers and ELLs teachers will make effective use of the following strategies to ensure student success in the classrooms and in the P4K modified Test in Listening and Speaking:</p> <ul style="list-style-type: none"> <li>• Scaffolding, use of graphic organizers, visuals, media, peer help, home language help, and other communication strategies</li> <li>• Heterogeneous grouping</li> <li>• Activating prior knowledge</li> <li>• Speaking English slowly and with visual or gestures</li> <li>• Use of Vocabulary Integrating content and language in instruction</li> </ul>	<p>All Teachers/ RSPs</p>	<p>September'15- June'16</p>	<p>APs and ENL Teachers, Classroom Teachers</p>

<ul style="list-style-type: none"> <li>• All Parents invited to ‘Meet &amp; Greet’ opportunities at each site to make them fully aware of the P4K Expectations around providing ELL support to students using the Push-in model.</li> <li>• P4K shares information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand and feel comfortable.</li> </ul>	Parents and Guardians	September’15- June’16	Principal, APs, Coaches, Lead Teachers, Parent Coordinator, ENL & Classroom Teachers
<ul style="list-style-type: none"> <li>• All stakeholders embrace our Belief System of How Children Learn Best, providing opportunities for all stakeholders to use Our P4K PBIS –Be A S.P.O.R.T common language of trust, respect, and understanding of ELL students; their backgrounds, traditions, language etc., and to enable them to feel comfortable with one another in the classrooms, hallways, cafeteria gardening swimming, and buses.</li> <li>• Classroom and extracurricular activities such as Gardening and Swimming programs generate lots of trust –building skills to promote confidence, and understanding and cultivate high expectations for all relationships and learning among all stakeholders.</li> </ul>	Principal, APs, Coaches Lead Teachers, Teachers, RSPs, Parents/ Guardians, ENL Teachers & students	September’15- June’16	Principal, APs, Coaches Lead Teachers, Teachers, RSP, Parents and Guardians, ENL Teachers & students

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Administration and Coaches provide workshops with P4K Teaching and Learning The P4K Way, and NYCDOE Document on 2015-2016 Instructional Expectations</li> <li>• PD by Coaches, district personnel and NYCDOE on the Danielson’s Framework For Teaching (FfT) and P4K <i>Look Fors/Listen Fors</i>.</li> <li>• P4K Coaches and administration provide teachers training on P4K Curriculum /Assessment Maps and P4K Thumb Drive Resources</li> <li>• All teachers receive NYCDOE /P4K Units Of Study/ Foundational Tasks/ Culminating Performance Tasks for each grade, along with The Nine Adaptations Protocol, NYSAA Extensions and Sample Assessment Tasks (SAT)</li> <li>• All teachers receive information and copies of the 3-E Model of Engage, Explore and Evaluate within the Center Based Learning Approach; P4K Curriculum Map and Center Learning Activities (sample tasks), and P4K Lesson Plan Templates</li> </ul> <p>Both ELLS Teachers attend monthly Math/Science /ELA workshops to build capacity and improve ELLs outcomes using a wide variety of Instructional Strategies</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**MidPoint:** BenchMark: January /February’16 analysis of ELLs Data to evaluate progress toward meeting goal

**Timeframe :** ELLs teachers administer Baseline Data for ELLs on three occasions: September-October’15; Jan/Feb, and June’16

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

Parent attendance at school events and meetings last school year represented a modest achievement. The organization recorded 1156 parental visits for the year, representing 3.3 visits/parent/year. P4K has been and is committed to enhancing parent immersion and engagement in school programs, events and various meetings to sustain and promote student achievement.

We believe that parent support is vital to student success, second only to teacher quality. Therefore it behooves us as a strong school community to encourage and expand our school-parent – community partnerships even more as we embrace the elements captured in the Chancellor’s Capacity Framework for Great Schools Element of Strong Family-Community Ties for meeting student independence, lifelong learning and the demands of college and career readiness.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2016, P4K family-community partnerships will improve by 10% over last year - end data (baseline), as evidenced by increased parent – teacher communication and parent attendance at various school events and meetings. (Capacity Framework for Great Schools Element of Strong Family-Community Ties)**

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parents attend ‘Meet &amp; Greet’ opportunities at each site to make them fully aware of the P4K Teaching and Learning Expectations in alignment with The NYCDOE Instructional Expectations and the Chancellor’s Capacity Framework for Great Schools and to improve their participation.</p> <p>Parent Classroom Newsletters for updates of curricular activities, upcoming events, IEP Meeting, Parent Teacher Conferences, and assemblies and celebrations to inform parents and encourage their participation in celebrating their children’s achievement. Teachers maintain daily and monthly data of student performance and progress to inform parents.</p> <p>Parents receive ongoing training and materials in core subjects of literacy, math, science, to help parents work with their children at home to practice academic and behavioral skills</p>	<p>Parents and Guardians</p>	<p>September’15– June’ 16</p>	<p>Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers, Related Service Providers, and Counselors.</p>
<p>Meetings of Related Service Providers and Parents on how to integrate strategies into the home based on IEPs.</p> <p>ELLs Saturday Workshop for parents (ELL) and their children to work collaboratively to increase student achievement.</p>	<p>All Parents and Guardians</p>	<p>September’15– June’ 16</p>	<p>Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom Teachers, Related Service Providers, and Counselors.</p>
<p>Parents encouraged to participate in school wide events, celebrations, conferences, professional development, SLT, PA and co-extracurricular activities such as Field Day Physical Education Activities, Gardening and Swimming Activities all geared to increase participation and attendance.</p>	<p>All Parents and Guardians</p>	<p>September’15 – June’ 16</p>	<p>Principal, APs, lead teachers, Parent Coordinator, Classroom Teachers, Related Service providers, and Counselors</p>
<p>All stakeholders embrace our Belief System of How Children Learn Best, providing opportunities for all stakeholders to use Our P4K PBIS –Be A S.P.O.R.T</p>	<p>All Stakeholders</p>	<p>September’15 – June’ 16</p>	<p>Principal, APs, Coaches, Lead Teachers, Parent Coordinator, Classroom</p>

common language of trust, respect, and understanding of others; their backgrounds, traditions, language etc., and to enable them to feel comfortable with one another in the classrooms, hallways, cafeteria gardening swimming, and buses.			Teachers, Related Service Providers, and Counselors
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<b>Human Resources :</b> Principal, APs, Coaches, Parent Coordinator, teachers , Related Service Providers and Family Aides provide workshops and requested help for parents with special needs
<b>Instructional Resources :</b> Administration and Coaches provide workshops with P4K Teaching and Learning The P4K Way, and NYCDOE Documents on 2015-2016 Instructional Expectations/Capacity Framework for All
<ul style="list-style-type: none"> <li>• Parent Coordinator, Coaches and Principal/APs provide workshops on the Common Core Learning Standards (CCLS)</li> <li>• Principals and APs provide informational Sessions on the New Teacher Evaluation System ( <i>Advance</i>)</li> <li>• P4K coaches, lead teachers and administration demonstrate components of P4K Curriculum /Assessment Maps and P4K Thumb Drive Resources for information and to increase attendance</li> <li>• Parents receive information of our SCEP goals, and NYCDOE /P4K Units Of Study/ Foundational Tasks/ Culminating Performance Tasks for each grade, along with The Nine Adaptations Protocol, NYSAA Extensions and Sample Assessment Tasks (SAT) to appraise them of implications on P4K school community</li> </ul>

<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<b>Mid Point Benchmark :</b> January ‘16
<b>Progress</b> toward this meeting this goal will be evaluated three times in the year: <b>September’15, January’16 and June’16 using Last Year End Data as the baseline</b>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**(Required for All Schools)**

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

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

	<p>supplement regular instruction</p> <p>- Guidance and counseling</p> <p>Services to improve attendance for SWD and ELLs</p>	<p>BrainPop, Discovery Education</p> <p><b>Strategies:</b></p> <p>- Individual and/or group for Hands-on concrete, symbolic , pictorial Center-based Learning Approach using the 3-E model</p> <p>Concrete, Hands-on and appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices</p>	<p>-Push in / Pull –out Models <i>Pull out for therapeutic communication and speech</i></p>	<p>- <b><i>During the day</i></b> for One-on-One</p>
<b>Science</b>	<p>- Barriers to improved student performance</p> <p>- Additional instruction to supplement regular instruction</p> <p>- Guidance and counseling</p> <p>Services to improve attendance for SWD and ELLs</p>	<p><b>Programs:</b> Foss Science Kits, P4K CCLS Curriculum Map; Gardening, Swimming, Vizzle, BrainPop, Discovery Education</p> <p><b>Strategies:</b></p> <p>-Individual and/or group for Hands-on concrete, symbolic , pictorial Center-based Learning Approach using the 3-E model</p> <p>Concrete, Hands-on and appropriate manipulatives, with visual/ physical/ verbal/ and AAC devices</p>	<p>Small group, dyads, triads,1-1</p> <p><i>-In- class push- in to facilitate instruction and behavior</i></p> <p>-Push in / Pull –out Models <i>Pull out for therapeutic communication and speech</i></p>	<p><b><i>During the Instructional day</i></b> for individual and/or group</p> <p>- <b><i>During the day</i></b> for One-on-One</p>
<b>Social Studies</b>	<p>- Barriers to improved student performance</p> <p>- Additional instruction to supplement regular instruction</p>	<p><b>Programs :</b> P4K CCLS Curriculum Map; Gardening, Swimming, Vizzle, BrainPop, Discovery Education</p> <p><b>Strategies:</b></p>	<p>Small group, dyads, triads,1-1</p> <p><i>- In- class push- in to facilitate instruction and behavior</i></p> <p>-Push in / Pull –out Models <i>Pull out for therapeutic</i></p>	<p>- <b><i>During the Instructional day</i></b> for individual and/or group</p> <p>- <b><i>During the day</i></b> for One-on-One</p>

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

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

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

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

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

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

### Part 3: TA Schools Only

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

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact (SPC) Template**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

With this in mind, we will start our Title III Saturday Program named "Project Lit-Tech" for ELLs and their families, which will run for six weeks from April to May 2016. Twelve special needs ELL students (12:1:1 ratio, grades K-2), will participate in our Saturday Title III program where we are seeking to improve their reading and technology skills. We believe that the 12:1:1 students will benefit most from the Title III program, which will be delivered in English to build language fluency. The participants were chosen based on the SANDI (Student Assessment Needs Determination Inventory), the P4K baseline assessment in listening & speaking, as well as the NYSESLAT scores in first and second grade.

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

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

The students who have been targeted for participation in the Saturday program have been identified as struggling readers with severe disabilities. They have been unable to grasp phonemic awareness in the construct of the English language. The program also aims to enhance reading comprehension inside and outside of the classroom (i.e. technology or environmental awareness) in order for ELLs to develop oral language proficiency. They need to be provided with ample opportunities to practice language skills in social and cultural settings.

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

P4K's ENL program supports curriculum aligned to the Common Core Learning Standards, which is adapted and designed to assist ELLs in the attainment of English Language Proficiency and academic achievement. The ENL teacher utilizes ENL methodologies and strategies for ELL students who

## Part B: Direct Instruction Supplemental Program Information

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

The "Lit-Tech Program" will run for six Saturdays, from 9am to 1pm beginning in April and ending in May 2016. During the Title III workshop series, parents and students will be provided with direct instruction and the opportunity to practice and implement newly acquired English language skills. Additionally, the ELL students' IEP goals will be addressed and support staffing will remain in line with IEP mandates. Instruction will be delivered in a differentiated model. The program's goal is to provide opportunities for access to technology and to utilize newly acquired language skills while engaging in literature and social activities. The Saturday program will be an opportunity to practice, share, and expand their English language skills.

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

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

## Part C: Professional Development

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

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

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

There will be eight one-hour professional development sessions. The participants will be one Assistant Principal, one ENL teacher, one Special Education/Technology teacher who is fluent in Spanish and English, and the two bilingual paraprofessionals. The initial professional development, Session 1, will serve as an introduction to the program and will be held from 3:30- 4:30 pm on the Friday before the

### Part C: Professional Development

program begins. The remainder of the professional development sessions will be held at 8 am-9 am on Saturday mornings from April to June May 2016. Sessions 2 and 3 will cover the functional use of technology and software. Sessions 4 and 5 will train staff on the use of the Boardmaker program to create schedules and social stories for students. Sessions 6 & 7 will be cover SmartBoard techniques and activities. The final session, Session 8, will be used for creating adapted books and personal communication systems for our ELLs with severe disabilities. It is crucial for all staff to be trained in these areas to facilitate literacy and technology support.

-  
The special education teacher, Ms. Van Dunk, with her expertise in technology is responsible for providing professional development to all staff at the Saturday program. It is important for all members to be trained in the programs that will be utilized, and have an opportunity to practice technology skills. This training will be facilitated through the utilization of a SmartBoard, to navigate the aforementioned programs, along with laptops in more individualized sessions. The ENL teacher, Ms. Arocho, will deliver expanded and ongoing professional development and implementation of ENL strategies and methodologies. In addition, the ENL instructor will model activities and ENL strategies that will be used during the Title III instructional program. The Lit-Tech Program promises to be a language enrichment series that allows English Language Learners to participate in adapted bookmaking, adapted poetry, "Make and Take" student schedules, games and fun recipes. This coming year, the Title III teachers will focus on hands-on science activities (animal habitats and plant diversity) and Cookshop skills with the parents and students. For instance, volunteer guest speakers will facilitate how to introduce science in the home that supports the CCLS curriculum. Also, there will be speech, occupational therapy, and Cookshop training sessions. The materials will be created through computer technology (Boardmaker program) and purchasing of supplies to assist parents in building functional communication tools alongside their children.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Parent Engagement Activities will support our students through a cohesive home-school connection that will help meet the needs of our ELLs with severe disabilities in an academic as well as social environment. ELL parents will be invited to participate and work alongside their children in the workshop series that will run for six Saturdays from April to May 2016. These parents will receive direct instruction from the ENL and Technology teachers in a group format, with each instructor taking a segment of the morning. Parents will also receive translation and interpretation services as necessary during these workshops from Ms. Van Dunk.

-  
Students will receive direct instruction from the teachers as they rotate into the student group rooms based on a schedule. This allows all instructors to work with parents and students alike throughout the course of the morning. In February 2016, Title III information will be distributed to families in English as well as their native languages.

-  
We will also have a Parent Orientation Breakfast in March 2016 from 9:30-10:30am, at no additional cost to Title III. During this time, we will distribute surveys in English as well as parents' home languages, to inquire about interest levels in activities aimed at building literacy skills. LaTasha Green, the Parent Coordinator, will work with Anselma Ferguson, the Assistant Principal, to ensure that all ELL

### Part D: Parental Engagement Activities

parents have the same information about Title III. The Breakfast will cover a range of topics such as building social skills, literacy skills, student interests, and help with homework assignments. In the past five years parents have sought support in our Saturday program. With our help, they worked on building behavior support systems and literacy skills through the use of communication symbols. They also received assistance with homework completion, increasing independence, and improving ADL skills for their children at home. Hence, the supplemental Saturday program is focused on building language, supporting content-area, communication, at-home scheduling, and linking parents to functional uses of technology, such as internet searches for information, applying for library cards online, and searching for local services that they may need.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>Instruction: \$6,678.90</u> <u>Prof. Development:</u> <u>328.14</u> <u>639.36</u> <u>368.28</u> <u>132.31</u> <u>\$1,468.09</u> _____ total: <u>\$8,146.99</u>	<u>Instruction:</u> <u>1Sup x 6Sat x 5h x \$54.69 = \$1,640.70</u> <u>2 Teach x 6Sat x 5h x \$53.28=</u> <u>\$3,196.80</u> <u>2 Paras x 6Sat x 5h x \$30.69=</u> <u>\$1,841.40</u> _____ <u>1 Secr. @ 1day per diem- \$132.31</u> <u>Prof. Dev:</u> <u>1 Sup x 1hr x 6x \$54.69= \$328.14</u> <u>2 Teach x 1hr x 6x \$53.28= \$639.36</u> <u>2 Paras x 1hr x 6 x \$30.69= \$368.28</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$3,053.01</u>	<u>Multi-purpose copy paper = \$55</u> <u>scissors \$66</u> <u>Play dough supplies: flour, food coloring, glue, cream of tartar \$30</u> <u>Folders, construction paper, glue, key rings, hand-held hole punchers \$433</u> <u>2GBC P1110 Manual Proclick Binding machine \$700</u> <u>Arts &amp; Crafts: feathers, eyes, pipe cleaners, plastic bags \$150</u> <u>Cloth ready-made lanyards: \$50</u> <u>Science supplies: fish, aquariums, food, plants: \$200</u> <u>Bird houses: \$50</u> <u>Educational Games: \$100</u> <u>Science supplies: terrariums, plants, soil: \$100</u> <u>Laminating film \$322.38</u>

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Laminating Pouches \$216.63</u> <u>Cookshop Supplies: \$50</u> <u>Educational Coloring Books \$30</u> <u>Pens/markers \$50</u>
Educational Software (Object Code 199)	<u>0</u>	-
Travel	<u>\$200</u>	<u>Metrocards 40x 5=\$200</u>
Other	<u>\$250.00</u>	<u>refreshments for parents</u>
<b>TOTAL</b>	<b><u>\$11,200</u></b>	<u>_____</u>

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>4</b>
School Name <b>P.S. K004</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Deborah Evans</b>	Assistant Principal <b>Anselma Ferguson</b>
Coach <b>Derek Ramdass</b>	Coach <b>Willa Barth</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>N/A</b>
Teacher/Subject Area <b>Sheila Ravelo, ENL Teacher</b>	Parent <b>Sorangi Alonzo</b>
Teacher/Subject Area <b>Karen Fernando, Classrm Tchr</b>	Parent Coordinator <b>LaTasha Green</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>N/A</b>
Superintendent <b>N/A</b>	Other (Name and Title) <b>Marcus Rivera, Testing Liaison</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>335</b>	Total number of ELLs	<b>59</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	59	<b>Newcomers</b> (ELLs receiving service 0-3 years)	53	<b>ELL Students with Disabilities</b>	59
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	53	0	52	6	0	6	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 16

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

\* EP=English proficient student

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	3	6	3	7	4	4								0
Chinese	1	1	0	1	3	1								0
Russian	1	0	1	0	1	0								0
Bengali	2	1	1	1	0	2								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	2	1								0
Haitian	3	1	0	1	1	2								0
French	0	0	0	0	0	1								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	1	0	0								0
Polish	0	0	0	1	0	0								0
Albanian	0	0	0	0	0	0								0
Other Woolof	0	0	1	0	0	0								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	8	8	6	9	9	9								0
<b>Emerging</b> (Low Intermediate)	2	1	0	1	2	2								0
<b>Transitioning</b> (High Intermediate)	0	0	0	1	0	0								0
<b>Expanding</b> (Advanced)	0	0	0	1	0	0								0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	0
4	2	0	0	0	0
5					0
6					0
7					0
8					0
NYSAA	1	1	19	1	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2		1		0		0		0
4	2		0		0		0		0
5									0
6									0
7									0
8									0
NYSAA	2		0		17		3		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		5		2		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DR insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data. The tools that we use to assess early literacy skills of English Language Learners (ELLs) are Teacher's College Assessment Pro, SANDI (Student Formative Assessment of Standards Tasks), the ENL P4K Assessment for Listening and Speaking, NYSITELL (New York State Identification Test for English Language Assessment Battery), and NYSESLAT (New York State ESL Achievement Test).

Our school uses the New York State Identification Test for ELLs (NYSITELL) in the beginning of the school year for the new entrants and to help determine their proficiency levels. New York State English as a Second Language Test (NYSESLAT) in the spring to determine their proficiency levels. Besides these assessments (NYSAA) for Alternate Assessment students, Teacher's College Pro Assessment, and for the standardized students, we use Wilson's Foundations Testing Program (NYSTP) for ELA, Math, and Science. Some other interventions our school provides include Academic Intervention Services (AIS), Learning Communities, one-on-one tutoring, leveled readers, Title III Lit-Tech Program, scaffolding and Differentiated Instruction. The data from these assessments is used in designing and grouping ELLs for our school plan.

**Teacher's College Assessment Pro**

P4K began using Teacher's College Assessment Pro in the 2014-2015 school year to assess early literacy skills of ELLs and non-ELLs with disabilities. This assessment electronically tracks students' Independent Reading Levels (IRLs) throughout the school year. A baseline assessment is recorded in September of each school year.

The data shows that ELLs need support in print concepts, letter recognition, letter sounds, and getting-ready-to-read skills. Most ELLs baseline at the Early Emergent level, and few scored on reading levels between A-N in September of 2014. At the June 2015 benchmark, five ELLs' data reports. The majority of ELLs showed minimal progression, resulting in no change of IRL.

**SANDI**

The SANDI end-of-year results for ELLs and Non-ELL SWDs in Reading, Writing, Math, Communication, and Social Emotional are charted below.

Averages	Reading Points	%	Writing Points	%	Math Points	%	Comm Points	%	Social Emotional Points	%
ELLs	161.3	37%	97.6	35%	110.0	27%	147	45%	154	40%
Non-ELL SWDs	186.3	42%	109	39%	122.3	31%	164	45%	164	40%

In Reading, ELLs scored an average of 161.3 points (an overall mean of 37%), compared to non-ELL SWDs that scored an average of 186.3 (an overall mean of 42%). Non-ELL SWDs scored 5% higher than the ELLs with disabilities in Reading.

In Writing, ELLs scored an average of 97.6 points (an overall mean of 35%), compared to non-ELL SWDs who scored an average of 109 (an overall mean of 39%). Non-ELL SWDs scored 11% higher than the ELLs with disabilities in Writing.

In Math, ELLs scored an average of 110 points (an overall mean of 27%), compared to non-ELL SWDs that scored an average of 122.3 (an overall mean of 31%). Non-ELL SWDs scored 12% higher than ELLs with disabilities in Math.

In Communication, ELLs scored an average of 147 points (an overall mean of 45%), compared to SWDs who scored an average of 164 points (an overall mean of 45%). Non-ELL SWDs scored 11% higher than non-ELL SWDs in Communication.

In the Social Emotional area, ELLs scored an average of 154 points (an overall mean of 40%), compared to non-ELL SWDs who scored an average of 164 points (an overall mean of 45%). ELLs only fell 5% below their non-ELL peers.

Overall, P4K's ELL population showed a slight gap of 5% or less in the areas assessed using the SANDI, as compared to their non-ELL peers. Non-ELL SWDs scored 5% higher than their non-ELL counterparts.

#### FAST

The FAST is a multi-level assessment used to measure students' skills based on a Common Core Reading Standard (RI.1 –Reading for information) and Operations and Algebraic Thinking). The testing periods for FAST are referred to as Benchmark 1 (Nov/Dec 2014) and Benchmark 2 (May/June 2015). The FAST is administered to Level 3, as determined by SANDI baseline assessments.

Thirty-five ELLs in grades K-2 took the FAST benchmark assessment for the 2014 – 2015 school year. Thirty ELLs were tested in Level 1, four in Level 2, and one in Level 3 of the FAST. The majority of ELLs are currently being tested on FAST Level 1. Thirty-two ELLs have shown growth and progress in RI.1 from FAST Benchmark 1 to FAST Benchmark 2. Thirty ELLs showed growth and progress in OA from FAST benchmark 1 to FAST Benchmark 2.

#### 2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL/NYSESLAT includes four subtests to measure English language proficiency in the following modalities: Listening, Speaking, Reading, and Writing. The NYSITELL/NYSESLAT, as well as the content and format of the exam, have undergone structural changes from 2014 to 2015. The NYSITELL and NYSESLAT levels are Intermediate, Advanced, and Proficient. In 2015, the levels changed to Entering, Emerging, Transitioning, Expanding, and Commanding. In other words, the Intermediate level in 2014 is split into Emerging and Transitioning. Advanced and Proficient are aligned to Expanding and Commanding.

In the May 2015 NYSESLAT administration period, 60 ELLs with disabilities in grades K-5 were tested. Since then, 10 students articulated, and 2 were Kindergarteners or in 2014 and 2 students transferred in at a First grade level but were not previously tested. Therefore the following table shows the 2014 and 2015 scores of the remaining 37 ELLs.

P4K's ELL population showed approximately a 13.5 % increase in their language proficiency skills. Five out of 37 ELLs with disabilities showed an increase in their language proficiency skills from Intermediate/Emerging in 2014 to Intermediate/Transitioning, in 2015. Thirty-two ELLs showed no increase in their language proficiency skills, 18 of which reflect as having no scores. These ELLs showed no movement in proficiency levels. Additionally, no students scored Expanding or Commanding in 2015.

The reason for the minimal increase of NYSITELL/NYSESLAT levels is that the test is standardized and was not designed for administration to students with disabilities. The ELLs tested showed an increase in their raw score, but this did not reflect in a proficiency level change. Data shows that these ELLs improved their language proficiency skills in 2015. (The 5 ELLs who showed an increase in their language proficiency skills showed an increase in Listening, Speaking, as well as Reading. Meanwhile, the other 15 ELLs showed individual score increases in one or more modalities: 12 scores in Listening, 12 scores in Speaking, and 4 scores in Reading.) Seventeen ELLs remained at the same proficiency level with no significant change in their language proficiency skills. This is an inaccurate reflection of his progress; in 2014, the student was tested below grade level because he was Alternate Assessment, but in 2015 he was tested on the Standardized Assessment, which skews the results.

Of these 19 ELLs, ELLs showed no increase in their Writing scores.

#### 3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AL](#))

### ENL Listening and Speaking Assessment

The quantitative data from the adapted P4K ENL Assessment for Listening and Speaking shows that the ELLs have strong listening and speaking assessment, students earned an average level of 2.04 in baseline and an average of 2.5 for end-of-year assessment. This demonstrates a 24% increase from baseline to end of year. For the Speaking portion of the school-based assessment, students earned an average level of 1.9 in baseline, and an average of 3.0 for the end-of-year assessment, a 58% increase from baseline to end of year.

### ELA & Math CCLS Task

On the ELA CCLS aligned task, eleven ELLs scored a 2, twenty-five scored a 3, and fifteen scored a 4, according to the P4K rubric. For the Math CCLS aligned task, eleven scored a 3, and twenty-two scored a 4, according to the P4K rubric.

### NYSAA

There was a total of seventeen ELLs that took the NYSAA exams for the 2014 – 2015 school year.

For the 3rd grade NYSAA Reading exam, no ELLs scored a Level 1, compared to three non-ELL non-ELLs with disabilities. No ELLs scored a Level 2, compared to four non-ELLs with disabilities. Five ELLs scored a Level 3 for NYSAA Reading, compared to fifteen non-ELLs with disabilities. One ELL scored a Level 4, compared to three non-ELLs with disabilities. For 4th grade NYSAA Reading, one ELL scored a Level 1, compared to zero non-ELLs with disabilities. One ELL scored a NYSAA level 2, compared to three non-ELLs with disabilities. One ELL scored a level 3 for NYSAA Reading compared to thirty-one non-ELLs with disabilities. There were no 4th grade ELLs who scored a Level 4 on the NYSAA Reading test.

For 3rd grade NYSAA Math, no ELLs scored a Level 1, compared to three non-ELLs with disabilities. No ELLs scored a Level 2 for Math compared to three non-ELLs with disabilities. One ELL scored a Level 3 for NYSAA Math compared to seventeen non-ELLs with disabilities. Two 3rd grade ELLs scored a Level 4 along with one non-ELL with disabilities. On the 4th grade NYSAA Math, two ELLs, compared to two non-ELLs, scored a Level 1. No ELLs scored a NYSAA Level 2 for Math compared to three non-ELLs with disabilities. One ELL scored a Level 3 for NYSAA 4th grade Math compared to twenty-nine non-ELLs with disabilities. One ELL scored a Level 4, compared to six 4th grade non-ELLs with disabilities.

Seven ELLs in total took the NYSAA 4th grade Science. On the Science exam, there were no students who scored a Level 1. No ELLs scored a Level 2, compared to three non-ELLs with disabilities. Six ELLs scored a Level 3 compared to eighteen non-ELLs with disabilities. One ELL scored a Level 4 compared to five non-ELLs with disabilities.

### New York State ELA and Math Exams

P4K had 15 students that took the New York State ELA and Math exams during the 2014 – 2015 school year. Since June 2015 four students are eleven students in P4K that took the New York State ELA and Math exams during the 2014 – 2015 school year, five of which are ELLs.

ELLs	ELA Exam Level Results	Math Exam Level Results
Student 1	1	1
Student 2	1	2
Student 3	1	1
Student 4	1	1
Student 5	1	1

All five ELLs scored a Level 1 on the New York State ELA exam. In comparison, four non-ELL SWDs scored a Level 1 on the New York State ELA exam, and one non-ELL SWD scored a Level 3 on the New York State ELA Exam. No students scored a Level 4.

One ELL scored a Level 2 on the New York state Math exam, while four ELLs scored a Level 1. Four non-ELL SWDs scored a Level 1 and two non-ELL SWDs scored a Level 2 on the New York State Math exam.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

For Freestanding ENL, the patterns across proficiencies reveal that students move from Entering to Emerging over time and this varies across the students' abilities. In P4K, students who are mandated bilingual instruction are informally assessed in collaboration with the ELL team (Psychologist, classroom teachers, ENL teacher, related service providers, Alternate Placement Paraprofessionals).

The school leadership and teachers use results from the ELL periodic assessments, such as the NYSESLAT and the P4K ENL Assessment for Listening and Speaking, to focus on the students who need more intervention services and tailor ENL instruction to meet their needs. For example, emphasizing the infusion of technology into the curriculum by increasing the use of iPads, Starfall.com, Flocabulary, Brainpop Jr, Reading A to Z, Vizzle, Smartboard, and adapted books. In addition, the ENL teachers collaborate with

classroom teachers and related service providers to differentiate instruction and modify the curriculum to meet the needs of ELLs.

P4K is learning that early intervention services and collaboration make a great difference when servicing new ELLs. The ENL P4K Assessment revealed that students' language acquisition skills in listening and speaking improve over time; generally over two years. Native language support for ELLs is provided by the Alternate Placement Paraprofessional who facilitates instruction, utilizing bilingual materials for language acquisition and academic support.

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

P4K is a Pre-K-5, District 75 school that uses a Response to Intervention (RTI) framework. RTI is a tiered model of service with academic interventions. P4K collects data to make collaborative decisions about ELLs with learning disabilities.

P4K utilizes multiple data points, collected at baseline, midyear, and end-of-year assessments to monitor student progress. We also provide the New York State English Language Learners Standards (CCLS) by differentiating, reviewing and implementing timely revisions to our curriculum map. Through the SANDI, Teacher's College of the City University of New York (NYCCTC), and NYSESLAT, we chart individual and grade level progress to illustrate growth.

P4K applies RTI's Problem-Solving model by providing individualized planning specific to the needs of the targeted ELL students. After multi-tiered interventions (IEPs (Individualized Education Program) by defining weakness areas, analyzing them, developing a plan, evaluating student progress, and working with classroom teachers during the Professional Learning Community (PLC) meetings to analyze student work samples and determine progress. P4K is constantly assessing and designing interventions to ensure that ELLs fully participate in instruction and maximize English language acquisition. P4K believes that collaboration between ENL and classroom teachers allows for greater implementation of ENL strategies for ELLs.

The ELLs are a diverse group, making it important to take instruction and assessment for RTI into account. P4K is aware that the length of time spent in English is a great deal because there are many factors that affect the language acquisition process. We look at prior schooling, SIFE status, personal experience with learning English, and familiarity with English. ELLs with disabilities exhibit difficulties in their first language. Furthermore, ELLs with severe and persistent challenges that impede their new language acquisition.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
P4K ensures that a child's second language development is included in instructional decisions. The ENL teachers use Total Physical Response (TPR) in the target language, such as Simon Says; visual and physical clues), Language Experience Approach (LEA; using prior knowledge to facilitate language acquisition), and Language Approach (using authentic communication as its primary goal with a focus on meaning rather than form in stages), and scaffolding when planning instruction. P4K provides language support for our ELLs in various ways: visual supports, bilingual materials, media, technology, and Alternate Placement Paraprofessional support. P4K uses realia (use of real objects in instruction) for language acquisition and academic support.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

P4K does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
P4K evaluates the success of our Freestanding ENL Program in many ways. First, we use the New York State ESL Achievement Test (NYSESLAT) for each individual student and to monitor his/her progress annually. We also use the NYSESLAT performance levels to make adjustments to our curriculum.

The ENL teachers collaborate with classroom teachers in collecting daily data during instruction and attend Professional Learning Community meetings. We use the ENL P4K Assessment for Listening and Speaking, which is adapted to their learning styles. The P4K ENL Assessment, which is aligned to the CCLS, is administered at baseline, midyear, and end-of-year. We also use teacher-created rubrics to assess student work regularly, and more in-depth analyses of individual student work.

In addition, we use parent surveys and data to monitor and adjust the progress of our Title III Lit-Tech Program. We also look at the standard for English Language Learners to tailor a program that addresses their academic language acquisition needs and help them strive for success. We also have two ELLs who are in the classroom setting.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Within District 75, the Committee on Special Education (CSE) is responsible for completing the ELL Identification process, upon a student's placement in a DOE school. This process consists of administering the Home Language Identification Survey (HLIS), conducting an oral language interview with the parents and student, and administration of the New York State Identification Test for ELLs (NYSITELL)/Spanish LAB, when appropriate. In addition, they also explain the three Bilingual Education Program choices available in New York City, administer the Parent Survey and Program Selection form. They are responsible for placing all identified English Language Learners (ELLs) in Bilingual, Dual Language, or Freestanding ENL Instructional Programs, on an individual basis as a part of the IEP process.

Often, the process described above is incomplete upon a child's arrival at P4K. In those cases, parents fill out an intake packet that requests detailed information about their child and his/her educational experiences. Information is gathered by school personnel, either at the beginning of the school year, or upon entrance to the school, and an informal interview is conducted with the parents in conjunction with our fully certified ENL teachers. The HLIS is administered to all families in a language that they understand; should a parent require interpretation services, our school is able to provide this service in the following languages: Spanish, Haitian-Creole, French, Russian, Urdu, Mandarin, Cantonese, and Tagalog. One of our ENL teachers, is also able to provide translation/interpretation services in Spanish, while pedagogues in various titles assist with the other languages listed. In the event that we cannot accommodate a parent's home language in-house, we inform the parents that we can contact the Department of Education Translation and Interpretation Unit or they can provide their own interpreter.

The student is a potential candidate for ENL services, if the HLIS reflects that the parent answered questions 1-4 with one native language indication other than English, and questions 5-8 with 2 native language indications other than English. All eligible students are tested with the NYSITELL to determine ELL status, based on the Language Proficiency Team's (LPT) recommendations, as per CR Part 154. In addition, if the student does not pass the NYSITELL and has a home language of Spanish, the Spanish LAB is administered to evaluate his/her proficiency level in Spanish. P4K is a multi-site school and our ENL teachers travel to all of our sites. In support of the intake process, and to facilitate collaboration between ENL teachers and the school, the lead teacher at each site has been trained to administer the HLIS to the families of new admits, in the absence of the ENL provider. However, the HLIS is always reviewed and verified by one of our ENL teachers/NYSITELL Coordinators.

Once school commences, the ENL teachers review the students' files and the HLIS forms with the LPT. In accordance with CR Part 154, students are administered the NYSITELL within the first 10 days of entry to the school. Spanish speaking students who do not pass the NYSITELL are assessed using the Spanish LAB. Our Spanish speaking ENL teacher, administers the Spanish LAB. Additionally, our ENL teachers identify and train a Spanish speaking pedagogue to help administer this assessment, as needed, at various locations throughout P4K. Once tested by the ENL teachers, NYSITELL scores are reviewed to determine if the child is an Entering/Beginning, Emerging/Low Intermediate, Transitioning/Intermediate, Expanding/Advanced, Commanding/Proficient student of the English Language. If the student is determined to be an ELL, he/she is assigned ENL periods according to his/her proficiency level. The state mandated minutes of instruction are broken down by proficiency levels:

Entering/Beginning - 180 minutes for standalone & 180 minutes integrated

Emerging/Low Intermediate - 180 minutes standalone & 90 minutes integrated with 90 minutes integrated for ELA

Transitioning/Intermediate - 90 minutes of ENL standalone & 90 minutes of integrated ENL with ELA or another content

area

Expanding/Advanced - 180 minutes integrated ENL/ELA or other content area

Commanding/Proficient - 90 minutes integrated ENL/ELA or other content area or other approved services as per NYSED

P4K utilizes the following ATS (Automate the Schools) program reports to monitor students and locate other potential ELLs periodically throughout the school year: RPOB (place of birth), BIOD/BIOU (biographical individual data), SLAB (Spanish LAB), BNDC (bilingual education survey), RADP (new admits and discharges), and REXH (exam history report, including LAB-R/NYSITELL, Spanish LAB, & NYSESLAT for transfer students who did not take the NYSITELL). Other data sources that are used to highlight the ELL identification process include SESIS (Special Education Student Information System), IEP meetings, and informal feedback from our special education classroom teachers.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status for ELLs begins at the intake process with the informal oral interview and questionnaires, including the HLIS. Parents or guardians are asked about their child's prior schooling in and outside of the USA, as per CR Part 154. If this meeting reveals that there has been inconsistent and/or interruption in formal schooling for a student entering grades 3 to 9, he/she is then administered the SIFE Literacy Evaluation for Newcomer (LENS). This test is available in Arabic, Bengali, Chinese, Haitian-Creole,

and Spanish. Once the test score identifies a student as having SIFE status, this must be indicated in the ATS system's database (RSFE) no later than 30 days from initial enrollment. SIFE status has to be modified or finalized within 1 year of enrollment. ELL SIFE status is removed when an ELL scores Transitioning/Intermediate or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

According to CR Part 154, a Language Proficiency Team (LPT) is formed to review potential ELLs for testing with the NYSITELL within ten days of enrollment. This team consists of a school/district administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to Speakers of Other Languages (ESOL), and the director of special education or individual in a comparable title (or his/her designee), and the student's parent or guardian. A qualified translator or interpreter of the language or mode of communication the parent or guardian best understands is provided if needed. Each P4K site has LPT members to assist in the ELL Identification Process. The LPT will determine a student's NYSITELL's eligibility. If the LPT recommends that the student take the NYSITELL, then the test is administered to determine ELL status. If the team recommends the student does not take the NYSITELL, then the recommendation is sent to the principal for review. If the principal disagrees with the LPT's recommendation to not administer the NYSITELL, then the student takes the NYSITELL in order to determine ELL status. If the principal agrees with the LPT's recommendation to not test the student, the parents must be notified within three days and the principal's recommendation is sent to the superintendent or his/her designee for review. If the superintendent or his/her designee determines that the student should not take the NYSITELL, the ELL identification procedures terminate. If the superintendent or his/her designee disagrees with the LPT's recommendation not to test, then the student will be administered the NYSITELL to determine ELL status.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The Committee on Special Education (CSE) is responsible for providing parents with an entitlement or non-entitlement letter for ENL services.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

According to CR Part 154, the ELL parents are informed at the CSE and LPT meetings that they have a right to appeal the ELL or Non-ELL status decision within 45 days of enrollment. The re-identification process begins with a written request from a student's parent/guardian, a student's teacher (if the teacher's request includes written consent from the parent/guardian), or a student of 18 years of age or older. The re-identification process must be completed within 10 school calendar days of receipt of written notice, unless the CSE has to be consulted, in which the case the process must be completed within 20 school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

In October, our parents are once again informed by the ENL teachers during school-wide parent orientation of the types of ELL Programs, as well as the three types of Freestanding ENL models that are available for special education students: push-in/integrated, pull-out/standalone, and self-contained. Interpretation and translation services are provided during this informational session regarding the DOE program choices and the services offered at P4K which includes: brochures, surveys and a parent video in their home language. This is done by in-house staff, or a parent designated representative. When the IEP recommendation is for bilingual instruction, the child receives a bilingual Alternate Placement Paraprofessional and supporting materials. Parents are also notified through the LPT and the IEP meetings that their child will receive ENL services. In addition, parents receive informational brochures in their native language(s) to notify them of the various program choices.

From September to June, the ENL teachers follow a timeline for parent involvement in order to make them aware of DOE ELL program choices through the following: administration of the HLIS in September and throughout the year for new entrants, parent orientation, which includes informational packets and parent surveys, participation in the LPT meetings, and NYSESLAT notification letters. Parents are also informed of ELL program choices at annual and triennial IEP meetings. All outreach information is distributed in various languages to assess/support the needs of the ELL families. The parents are advised each school year that their child will be receiving ENL services during LPT and IEP meetings, which are conducted in the ELL parents' home language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

From September to June, the ENL teachers follow a timeline for parent involvement in order to make them aware of DOE ELL program choices through the following: administration of the HLIS in September and throughout the year for new entrants, parent orientation, which includes informational packets and parent surveys, participation of the LPT meetings, and NYSESLAT notification letters. The ENL teachers also reach out to parents with phone calls if the surveys are not returned in a timely manner. Additionally, parents are informed of ELL program choices at annual and triennial IEP meetings. The ELPC (ELL Parent Choice) screen is notated with the parents' preferred program (bilingual, ENL or dual language). We also host parent-teacher conferences and monthly celebrations. All outreach information is distributed in various languages to assess/support the needs of the ELL families. The parents are advised each school year that their child will be receiving ENL services during LPT and/or IEP meetings which are conducted in the ELL parents' home language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teachers follow-up with a phone call or conference during school meetings to ensure the Parent Survey and Program Selection form is completed by the ELL parents. The ENL teachers check and monitor the ELPC and BNDC ATS screens throughout the school year for incoming ELLs. The ENL teachers, along with the Language Access Coordinator and Parent Coordinator maintain a chart of the parents' home language needs.
9. Describe how your school ensures that placement parent notification letters are distributed. P4K ensures that the parents are notified in a timely fashion via LPT meetings, IEP conferences, and the intake process of ENL placement services.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). P4K maintains ELL student documentation in many ways. Student records and pertinent documents, such as the HLIS and IEP, are kept in the cumulative file, the student's datafolio, and the ELL Compliance binder. Some ELL documents are also uploaded into the student's file in SESIS.
11. 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. ELL parents are notified in their native languages about upcoming assessments. The ENL teachers check ATS reports (RADP, RLAT, HISE, RPOB) and create a schedule to maintain records of administration dates of each section per student. These schedules are kept for record-keeping and compliance.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. P4K ensures that the parents are notified of their child's proficiency level during parent-teacher conferences and annual IEP meetings.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
P4K only offers a Freestanding ENL Program. After reviewing P4K's parent surveys over the past two years, approximately 15 of 58 students are entitled to receive bilingual instruction, but they are not placed in a bilingual class because one is not available at this time. The reason for not offering a bilingual class is that there is not a homogenous group of students to form one in any particular home language within three contiguous grade levels. Therefore, students in grades K-5 receive an Alternate Placement Paraprofessional to provide bilingual support and instruction, as per their IEP. In addition, students with bilingual mandates in grades K-5 receive monolingual instruction with ENL services.

P4K offers many programs that are aligned to parent requests in relation to language acquisition. The ENL Program, which has push-in/integrated and pull-out/standalone models and is aligned with the school's ELA curriculum, also addresses the Common Core Learning Standards (CCLS), New York State ENL Standards, and other content-area instruction in conjunction with the parent survey forms. For example, ENL teachers differentiate instruction according to students' needs. Additionally, we offer a Title III Saturday Lit-Tech Program that includes adapted books, visual supports, academic/content area support, and helps families attain/create support systems for use in the home and community.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Our organizational models are push-in/integrated and pull-out/standalone, as per CR Part 154. During push-in/integrated sessions, the ENL teachers push into the classroom teacher's 90-minute ELA (and/or content area for Transitioning/Intermediate students) at the elementary level. The majority of P4K's ELLs are homogenous identified as having an Entering/Beginning English proficiency level. Pull-out/standalone is used for teaching fundamental language to the Entering/Beginning ELLs. Our school organization has made every effort possible to cluster ELLs into monolingual classrooms in order to facilitate a push-in ENL schedule.

The ELL teachers provide service to the 6:1:1, 12:1:1, HES 12:1:1, 12:1:4, and inclusion. The majority of P4K's ELL students participate in Alternate Assessment, but we have a small standardized assessment population; seven ELLs with Hearing Education

Services (HES), one standardized inclusion student.

- b. TBE program. *If applicable.*

P4K does not have a TBE program.

- c. DL program. *If applicable.*

P4K does not have a DL program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

P4K is a K-5 school which follows the guidelines of CR Part 154 to deliver ENL instruction. We have two ENL teachers who service

students at P4K's seven building sites. The weekly minutes of instruction are broken down by proficiency levels as follows:

Entering/Beginning - 360 minutes (180 minutes integrated, 180 minutes standalone)

Emerging/Low Intermediate - 360 minutes (180 minutes integrated, 90 minutes standalone, 90 minutes in ENL/content area)

Transitioning/Intermediate - 180 minutes (90 minutes of integrated, 90 minutes standalone/or integrated ENL/content-area)

Expanding/Advanced - 180 minutes (only integrated ENL/ELA/content-area)

Commanding/Proficient - 90 integrated ENL/ELA/content (or other approved services)

The ENL teachers push in to the classrooms and pull out of the classrooms to give students their mandated ENL minutes. Explicit ENL minutes are delivered according to CR Part 154 via the collaboration among the classroom and ENL teachers who support the grade level curriculum. The students who are mandated bilingual instruction are serviced by the Alternate Placement Paraprofessionals in conjunction with the classroom teacher, ENL teacher, and related service providers to ensure the maximum HLA support throughout the school day.

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

The language of instruction in our ENL Program is English. The ENL teachers use various methods and approaches in the push-in/pull-out models in conjunction with co-teaching with classroom teachers using the New York State New Language Arts Progression Standards (NLAP) and the NYS Common Core Learning Standards (CCLS). One of these methods include Total Physical Response (TPR). This is often done in a game such as "Simon Says" i.e. "touch your nose, show me the window, where is the pencil?" We also use the Whole Language Approach. This philosophy has the belief that ENL teachers are not just teaching reading, rather they are guiding and assisting English Language Learners to develop as independent readers, writers and learners.

Another methodology used in our ENL program is the Language Experience Approach (LEA) which brings together the combined abilities of the class in a literature based approach. Lucy Caulkins' philosophy states that a story-based teaching tool is a good way to introduce grammar rules in a creative way, such as in a pattern book. "Think-pair-share" is also a strategy used in cooperative learning, which we employ in our ENL program. The teacher poses a question. The students pair up, think about the question, explore answers, and then share it with the class.

Our ENL teachers send home instructions for homework, in the parent's native language as well as English, in order to support the children's language acquisition at home. If a child's IEP requires bilingual instruction, a bilingual Alternate Placement Paraprofessional is provided for the student in all content areas and homework is sent home in the student's native language.

In our ENL program, the ENL teachers and special education classroom teachers work collaboratively to create and implement IEP goals. They also plan for the instruction of our ELL students using differentiation for all subgroups. ENL teachers push in to the classrooms, following the integrated teaching model, during ELA or content area instruction in order to provide support using ENL methodologies. During pull-out, or the standalone model, the ENL teachers follow the school's CCLS-aligned curriculum map for planning rigorous instruction, using the following programs: Land of the Letter People, Let's Begin with the Letter People, Reading A to Z, and Words Their Way. Our ENL and classrooms teachers also integrate the monthly school theme, NLAP standards, CCLS, and use modified reading materials for students with disabilities (SWDs) to scaffold content area instruction. They use texts that support core ENL methodologies, such as learning through commands, actions, and learning experience. The ENL teachers also utilize the Student Annual Needs Determination Inventory (SANDI) assessment and P4K's student work rubric to gauge student progress.

The philosophies mentioned above are implemented through the use of realia, adapted books related to P4K's curriculum maps, ELA programs, and other learning tools. ENL methodologies and strategies are implemented through interdisciplinary center-based activities, following the 3E model (Engage, Explore, Evaluate). In addition, technology is infused into lessons on a daily basis. Additionally, we incorporate the Applied Behavioral Analysis (ABA) principles and the Picture Exchange Communication System (PECS) into our instruction to increase language acquisition in a more natural way. In order to support our 61 ELLs, the ENL teachers work collaboratively with classroom teachers to use and adapt grade level curriculum on an ongoing basis.

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

According to CR Part 154, students whose native language is Spanish are given the Spanish LAB if they do not pass the NYSITELL. This is conducted within the first twenty days of the student's admission to school. As the year progresses, students who are mandated bilingual instruction are provide support in their native language by way of an Alternate Placement Paraprofessional, as per their IEP. Native language support is also provided to our ELLs through the use of bilingual dictionaries, books, and technology websites in our ENL program as well as our special education classrooms. Their home language is informally assessed by bilingual pedagogues and shared with the educational team throughout the year. In addition, students' English language skills are evaluated using a school-based assessment three times per year. Additionally, a bilingual educational evaluation is arranged by the school psychologist in accordance with triennial IEP meetings.

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

P4K ensures that ELLs are appropriately evaluated in all four modalities throughout the year. The ENL teachers collaborate with the classroom teachers and related service providers for the delivery of instruction in speaking, listening, reading, and writing. For instance, graphic organizers are adapted along with reading materials for language acquisition and content-area support and are aligned with the Common Core Standards. Differentiated instruction is utilized to address the various learning styles of the ELLs. AAC devices, iPads, Big Macs, and 8-cell communication devices are used to facilitate speaking and language acquisition. Mayer-Johnson symbols are used to assist ELLs with writing and answering questions throughout the school day. In addition, activities are adapted from NYSESLAT samplers and used as teaching tools to improve ELLs' listening skills. Formative assessments of speaking and listening are conducted through the three ENL Assessment periods throughout the school year. In addition, communication skills are assessed using the SANDI and other speech teacher assessments. Furthermore, ENL teachers informally assess students on a daily basis during instruction for language acquisition skills.

Formative assessments of reading and writing skills include Teacher's College Pro, SANDI, and NYSAA. In addition, reading and writing activities are embedded in ENL lessons and are informally assessed on a regular basis by the ENL teacher.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

This school year's ATS report, 'RSFE', reveals that there are no SIFE students identified in the P4K organization. However, when a SIFE ELL student is enrolled in our school, we provide a buddy system and offer focused AIS services. In order to support this subgroup academically in the content areas, we use multiple ENL strategies (TPR, LEA, and the Natural Approach) in conjunction with scaffolding techniques such as, modeling, bridging, schema building, text re-representation, and metacognition. The Special Education classroom teachers of our ELLs infuse ENL strategies into their instruction through formal/informal collaborative support from our ENL teachers.

The majority of our ELLs are Newcomers; we have 43 students in this subgroup. ELLs in this subgroup will continue to receive their mandated CR Part 154 minutes as per the K-8 proficiency levels (360 minutes for Entering/Beginning & Emerging/Low Intermediate, 180 minutes of ENL for Transitioning/Intermediate, 180 minutes for Expanding/Advanced ELLs, and 90 minutes for Commanding/Proficient for 2 years) from their fully certified ENL providers. We use multiple ENL

methodologies (TPR, LEA, and the Natural Approach) in conjunction with scaffolding (modeling, bridging, schema building, text re-representation, and metacognition). Additionally, we incorporate the ABA principles and the PECS into our instruction as well. Since No Child Left Behind (NCLB) requires ELA testing for all ELLs after one year, the ENL teachers work collaboratively with classroom teachers to support grade level curriculum with adaptive books, scaffolding, and use Mayer-Johnson Picture Symbols during push-in. P4K uses Positive Behavioral Intervention and Supports (PBIS) with our newcomers to increase appropriate behaviors, enhancing students' ability to learn more effectively.

We have identified 18 ELLs who have been receiving services in the Developing category. In addition to the mandated minutes of support students receive from our ENL providers, teachers meet at monthly Professional Learning Communities (PLCs) as well as IEP meetings to discuss students' past and future goals. Student progress is charted by data collection, monthly checklists, and the information is reviewed with the ELL's educational team. SMART (specific, measurable, attainable, realistic and timely) goals are designed for all content-areas to ensure academic growth for our ELLs in the Developing subgroup.

P4K does not currently have any Long-Term ELLs. In the event that a Long-Term ELL is placed in our school, he/she will continue to receive their mandated CR Part 154 minutes for the K-8 based on proficiency levels, as listed above, from their fully certified ENL providers. The focus will be on the reading and writing modalities in order to continue the development of literacy and communication skills in English. Our ELL students will be provided with differentiated instruction in reading and writing, using ENL strategies and methods, teacher adapted books (utilizing symbols and pictorial representation), Mayer-Johnson symbols, communication books, and AAC devices in order to make the English language more comprehensible. As with the other subgroups, ENL strategies and methods include LEA, TPR, the Whole Language Approach, scaffolding, visual supports, and the use of graphic organizers. P4K uses Positive Behavioral Intervention and Supports (PBIS) with our newcomers to increase appropriate behaviors, enhancing students' ability to learn more effectively.

At this time, P4K has no Former ELLs. In the event of a student within P4K becoming a Former ELL, we would provide 90 minutes of ENL services weekly for two years, as currently mandated by CR Part 154. ENL teaching strategies, using the following methodologies, support this subgroup: LEA, the Natural Approach, and Cloze strategies. We systematically review academic language and vocabulary that are needed in order to be successful in the content areas, with a focus on functional words, differentiated materials, and visual supports. In addition, we encourage Former ELLs to attend the Title III program as a supplemental support service.

All of our students in the ELL subgroups (excluding the Former ELLs) who are mandated for bilingual instruction, as per their IEP, are provided with bilingual Alternate Placement Paraprofessionals to assist them in their native languages. In addition our ELLs also have an opportunity to participate in Project Lit-Tech, our supplemental Title III Program on specific Saturdays from April to June.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

P4K administers a number of assessments throughout the school year to monitor student progress, regardless of ELL status. Any regression or lack of progression is revealed during data analysis, which is performed three times per school year. In addition, classroom and ENL teachers collaborate daily regarding student outcomes. When a student shows no progress, Team meetings, including related service providers, are conducted to make adjustments and modifications to the instruction provided for the ELL/non-ELL. In addition, the principal ensures that additional support services are provided to the student as defined in CR Part 154-2.3(j), to ensure that the student's ELL status has not adversely affected their academic progress.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

There are many instructional strategies that the ENL teachers use to accommodate the ELLs who are students with special needs. These materials and strategies encompass differentiated instruction. This includes: grade level adapted books, grade-level teacher made materials, leveled libraries, differentiated writing materials, graphic organizers, scaffolding, center-based learning stations, and visual supports in order to address students' IEP goals and accommodations. Some ENL strategies that we use are TPR, Whole Language Approach, Realia (real-life experiences and items), use of students' prior knowledge, LEA. P4K also collaborates with related service providers (speech, occupational therapy, physical therapy) to facilitate language acquisition. To assist in teaching reading to our nonverbal students, we use sentence utterance strips, picture cues, and AAC devices. The occupational therapists collaborate with special education and ENL teachers to facilitate writing and increase the ELLs' fine motor skills. We also use integrated and standalone models to teach and co-teach grade level material.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

**Chart** P4K groups and schedules ELLs with special needs according to classification ratio, grade level, and proficiency level, keeping in mind their learning styles. The criteria used for placing ELLs with disabilities in their respective groups, in accordance with CR Part 154, are student proficiency levels which determine the number of minutes to be provided as integrated and/or standalone services. The ENL teachers provide support and differentiation of core content lessons using an Integrated Co-Teaching (ICT) model to increase language acquisition for ELLs with disabilities. P4K has scheduling flexibility, allowing the ENL teachers follow a center-based learning model where students learn with hands-on materials to address their individual learning styles. In addition, ENL teachers provide standalone ENL instruction in core content areas for an increased focus on language acquisition. Some curriculum programs that we use are SMILE, Reading A to Z, Edmark Reading Program, Equals Mathematics, and Words Their Way.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
<b>Chart</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

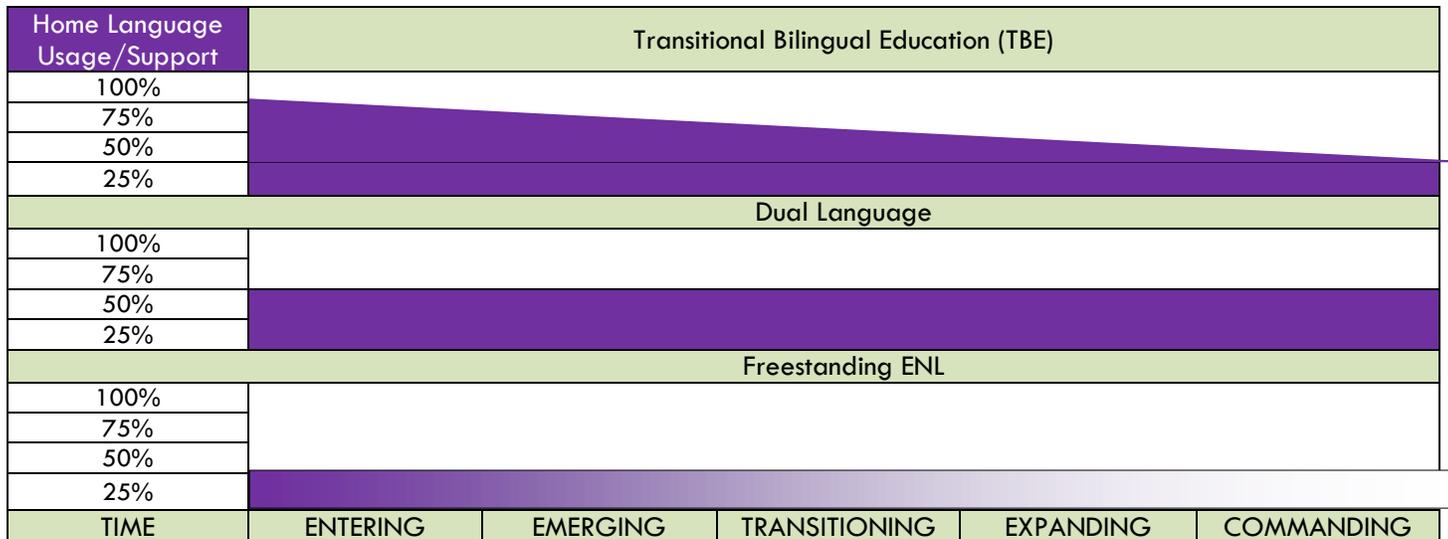


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All ELLs participate in our targeted intervention service programs. These programs are aligned with ENL and the Common Core Learning Standards. All targeted intervention and instruction is delivered in English. However, if the child is mandated for bilingual instruction, an Alternate Placement Paraprofessional and bilingual dictionaries/Native Language Arts materials are used for intervention. For ELA, we use many programs for intervention. For the 6:1:1 and 12:1:1 populations, the programs used are Let's Begin with the Letter People and The Land of the Letter People. Other intervention programs include the following: SMILE, a structured phonics-based program (daily twenty-minute sessions); Edmark Reading Program (2-3 times a week), and leveled libraries. For our Hearing Education Service (HES) population and our 12:1:1, we use: Words Their Way, a word study program (provided daily for 15-20 minutes); Quarterly Skill Set Spelling Test Program, as part of the Teacher's College Reading Program. We also use leveled books from the ReadingAtoZ online program. For our 12:1:4 classes, we use, TOBIs (True Object Based Icons), realia, and PBIS, a program developed to increase appropriate behaviors, enhancing students' ability to learn more effectively. For all students we use: BoardMaker (a research-based program for adapting lessons), and teacher made materials that are differentiated and scaffolded according to each students' learning style. We also include some learning strategies such as graphic organizers and visual supports for all learners.

For math, P4K uses a combination of the Equals Mathematics and Everyday Mathematics programs during daily instruction. Equals Mathematics, published by Ablenet, is a K-12, standards-based curriculum for students with mild, moderate, and severe disabilities. The curriculum is a K-12 program aligned to State, Alternate, Common Core Standards, and Common Core Essential Elements. Equals encompasses pre-readiness math skills, foundational math skills, and concepts found in all math content areas with problem solving at the core of every lesson. Equals provides three flexible levels of instruction and materials for students with mild, moderate, and severe disabilities in every lesson. Given the variety of manipulatives and pic-symbol supported vocabulary, worksheets, and problems, Equals is an appropriate choice for students with cognitive disabilities, Autism, and for English Language Learners. Equals is supplemented with Everyday Mathematics, which is a research-based Pre-K through 6th grade curriculum, developed by the University of Chicago School Mathematics Project. Everyday Mathematics emphasizes the application of mathematics to real world situations. Everyday Mathematics lessons include time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.

For Social Studies, we follow the NYCDOE Scope and Sequence and use leveled books, multicultural materials, adapted big books, graphic organizers, teacher-made materials, and center-based instruction to meet students' IEP annual goals.

For Science we use Full Option Science System (FOSS) kits. FOSS is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California at Berkeley. The students use manipulatives, interactive videos, and center-based learning stations with differentiated hands-on activities. Some supplemental books include Gail Gibbons books and Lakeshore books. We also have science cluster teachers which has proven to be very successful in developing language acquisition with the hands-on manipulatives.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

P4K is currently rated a Well-Developed school under 2014-2015 Quality Review. The 2014-2015 P4K ELL SCEP goal was met. Data from the P4K Listening and Speaking Assessment shows that the ELLs have strong listening and speaking skills, with accommodations and the interventions that P4K provides to address their different disabilities. For listening skills, students earned an average baseline level of 2.04 and an end-of-year average of 2.5. This demonstrates a 25% increase from baseline to end-of-year in listening skills. For speaking skills, students earned a baseline average level of 1.9 and an end-of-year average of 3.0. This demonstrates a 58% increase from baseline to end-of-year in speaking skills.

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

P4K was awarded a Title III Grant for a Saturday Literacy Program. This program was in place for the past five years but has been revised with a new curriculum, based on feedback from parent exit surveys. We have added a science component to introduce health and wellness, animal habitats, and plant life cycles. There was much success last year, and we hope to continue the curriculum for the upcoming school year.

Everyday Arts for Special Education (EASE) is a professional development program, through Urban Arts Partnership, that has been evaluated by Dr. Rob Horowitz, Associate Director of the Center for Arts Education Research at Teachers College, Columbia University. It is designed to improve student achievement in the areas of communication, socialization, academic learning, and arts proficiency through integrated, arts-based approaches. Through a series of training workshops and extensive in-school support, participating teachers learn skills and strategies across multiple arts disciplines (music, dance, visual arts, and theater) in order to integrate the arts into their classroom instruction and help students with language acquisition.

13. What programs/services for ELLs will be discontinued and why?  
**As of this date, P4K has not discontinued any of its ENL programs.**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
 All ELLs have equal access to all programs based on their individual needs and referrals. They fully participate in cooperation with their teachers and parents. These services include speech therapy, occupational therapy, counseling, and physical therapy.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
 P4K has a supplemental Title III Grant Saturday Program that bridges home and school with literacy and technology to facilitate learning. For technology, P4K uses Flocabulary.com, BrainpopJr.com, Starfall.com, Equals Mathematics online component, Vizzle, Readinga-z.com, iPads, and Smartboards for English language acquisition and generalized academic skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
 According to CR Part 154, students whose native language is Spanish are given the Spanish LAB if they do not pass the NYSITELL. This is conducted within the first ten days of the student's admission to school. We provide for and support the native language of our students by providing an Alternate Placement Paraprofessional for the students who are mandated a bilingual classroom placement, as per their IEP. Native language support is also provided to our ELLs through the use of bilingual picture dictionaries, leveled books, a Native Language Arts lending library for parents to read with their children, and technology/websites. We also provide interpreters for orientation meetings, parent-teacher conferences, and school events, as necessary. In addition, documents are translated on a case by case basis.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
 P4K's curriculum map is aligned by grade level and is age-appropriate for our ELLs. It is adapted and corresponds to the general education curriculum that is aligned to the Common Core Learning Standards. The ENL teachers use adapted materials and leveled books to facilitate learning across the curriculum map. P4K utilizes interdisciplinary center-based learning strategies and technology to maximize student success. Moreover, IEP goals are created to ensure language acquisition and content-area support. Resources are created by the ENL teachers that are used to differentiate lessons with multiple entry and exit points.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
 The students are provided with educational opportunities and life learning experiences. Before the new school year, ELLs are invited to P4K's Chapter 683 Program, a six week academic program from July to August. Throughout the year, the ENL teachers work with classroom teachers in implementing the curriculum. Other school activities coordinated by the ELL Supervisor, the Adaptive Physical Education teachers, school counselors/psychologists and Parent Coordinator include: gardening, swimming, monthly celebrations, Carnival Fun Day, Field Day, curriculum field trips, and multicultural activities in the school community.
19. What language electives are offered to ELLs?  
**P4K does not offer language electives.**
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- P4K does not offer dual language programs.**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The ENL teachers and all teachers of ELLs attend, and will continue to attend, district/citywide Professional Development (PD) sessions as per CR Part 154. We will continue Professional Learning Communities with our ENL teachers and those teachers of ELL students. We expect that our collaboration will increase efficiency of the delivery of ENL services to our students. P4K's Professional Development plan for the 2015-2016 school year includes topics pertaining to ELL education such as strategies for Native Language Arts instruction (for Alternate Placement Paraprofessionals), Balanced Literacy, teaching of ENL through content areas, Co-Teaching Models, Standardized Assessment and Alternate Assessment methods for ELLs, the use of technology in Bilingual and ENL education, and the adaptation of Bilingual and ENL material for instructing ELLs with severe disabilities. Teachers will also attend mandated Jose P. workshops. Additional emphasis for Professional Development will be placed on training classroom teachers who have ELL students so that they will be able to better support their language needs. The ENL teachers consult regularly with the ENL District Coach in order to be updated on any changes in policies district-wide. Furthermore, ENL teachers will continue to attend workshops to facilitate learning for ELLs with disabilities and using the SANDI assessment tool.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Administration, classroom teachers, and support staff are required to take professional development programs in District 75. On [www.district75pd.org](http://www.district75pd.org), educators can sign-up for classes. Also, the ENL teachers work collaboratively with classroom teachers, administration, and support staff on a daily basis. In addition, there are monthly PLCs designed to discuss the progress of the ELLs. The District 75 NYC DOE has a supportive program for administrators of ELLs. Administration receives training on testing, compliance, grouping ELLs for classroom teachers, and communicating with the ELLs' parents. They also receive professional development in designing new academic programs, strategies, and texts to train teachers of ELLs.

Bilingual and ENL Coordinators receive training at compliance meetings. Paraprofessionals receive behavioral and student training through District 75 and their classroom teachers. Guidance counselors and school psychologists can receive Autism, ELL, and Jose P. training. Related services (speech, physical therapy, occupational therapy) receive training for dealing with ELLs' various cultures, traditions, and Autism. The lead teacher also provides informal training and support to newly arrived staff. Secretaries and parent coordinators also attend in-school and District 75 workshops dealing with language, culture, and Autism. Staff is required to keep a list of PD dates and agendas, to notify the lead teachers/administration in order to document their professional development hours. In addition, a minimum of 10 hours of Jose P. training is required for all classroom teachers.

P4K follows a scheduled timeline for professional development for teachers of ELLs with disabilities. During September, all school personnel receive training on implementing the Common Core Learning Standards. Every week, during professional option periods, each site schedules time for mini-professional development sessions in dealing with our ELLs and students special needs students. Chancellor's Conference Days are held 3 times a year: first day of school, Election Day, and Chancellor's Conference Day in June. Also, Special Education Student Information System (SEIS) training is given by in-house staff that is scheduled during professional option periods. Finally, P4K staff receive monthly in-house ELA/Social Studies and Math/Science PDs that speak to and incorporate ENL strategies for instruction.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Ms. LaTasha Green, P4K's Parent Coordinator, organizes a "Getting Ready for Middle School" workshops during the spring semester of school at each site to facilitate the ELLs' transition from elementary to middle school. Parent notification letters are sent out in the students' home languages. She also sends information home to parents regarding city-wide programs for ELLs with disabilities.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

P4K provides professional development to all teachers and administrators that specifically address the needs of ELLs. A minimum of 15 % of the required PD hours for teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. For ENL teachers, a minimum of 50% of the required PD hours must be dedicated to language acquisition in alignment with CCLS content area instruction, including a focus on best practices for co-teaching strategies and integrated language and instruction for ELLs. District 75's Office of ELLs offers Jose P. training to all classroom teachers. We send our new teachers to this training each year and maintain a record of pedagogues who have received this training in our ELL compliance binders, which are submitted to District 75's Office of ELLs and are kept at each P4K site. In addition, teachers maintain their own records of professional development, which are submitted to NYS every 5 years for maintenance of Professional Teaching Certificates.



### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During our many school activities and workshops for parental involvement the ENL teachers, related service providers, classroom teachers and ELL parents discuss the goals, progress, language proficiency of the ELLs. ENL teachers also schedule individual ELL parent meetings to discuss the progress of their child. Interpreters are provided through in-house staff and/or the Translation and Interpretation Unit.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Record keeping of attendance and minutes are kept for LPT meetings, telephone conferences, IEP meetings, letters, daily communication book correspondence, informal meetings during monthly celebrations are kept in the student's cumulative records and datafolio, as part of CR Part 154.

Parents are continually engaged in monthly school-wide celebrations and initiatives. Parent-teacher conferences and individual Parent ELL meetings are held twice a year to discuss the ELLs' progress. Monthly awards and celebrations are done at each site to celebrate ELLs' achievements in and out of the classroom. Parents receive a monthly newsletter from the classroom teachers describing what the children do each month. There are also many multicultural celebrations such as: Halloween Parade, Chinese New Year, Cinco de Mayo, and a Holiday Show in December. In addition, parents are invited to workshops and the ELL Title III Saturday Lit-Tech Program.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P4K works in conjunction with many agencies that provide services and workshops for ELL families. We work with and refer our families to Downstate Developmental Disabilities, Heartshare, and Heritage Human Services Inc. In addition, we have connections with YAI (Young Adult Institute), which links our families to services with the following organizations: Bridge to Youth, Music for Autism, Brooklyn Autism Center, Special Playdate, NYU Child Study Center, Sinergia, Child Mind Institute, Include NYC, IDNYC, AHRC, Parent to Parent of NYS, QSAC, Advocates for Children, Autism Speaks, Big Apple Oranges, Brooklyn Family Support Guide, Benefits Plus Learning Center, Extreme Kids and Crew, and the Brooklyn Public Library. P4K also partners with EASE, independent artists, state agencies for the blind and hearing impaired, and FoodBankNYC to fulfill the needs and develop a community bond for the ELLs. Workshops, presentations, and festivals highlight and celebrate diversity, as well as help our ELLs who have special needs.

5. How do you evaluate the needs of the parents?  
We evaluate the needs of our ELL parents during the intake process, orientation meetings, IEP meetings, and parent-teacher conferences. We work with the Parent Coordinator, Latasha Green, to provide information and parent workshops designed around parents' requests and needs. In addition, teachers communicate with parents on a daily basis, providing regular informal assessments of their ongoing needs.

Another way we assess the needs of the parents is via the Meet & Greet for our school's Title III program during which time parents are asked to complete a parent needs survey (sample below). Finally, at the end of the Title III program, parents are encouraged to complete an exit survey (in their native language) in which they are encouraged to provide input about their needs.

Project LIT-TECH, Title III @ P4K/65K

Brief Parent Survey

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

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

Anselma Ferguson, AP, P4K Email- AFerguson4@schools.nyc.gov

Title III Bilingual Staff Developer

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

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

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

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

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

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6. How do your parental involvement activities address the needs of the parents?

P4K hosts several parent engagement sessions, starting in October with our Open House Parent Meet and Greet Event. Parental involvement continues via monthly Related Service workshops, monthly Awards Celebrations, parent-teacher conferences, Parent Association meetings, and School Leadership meetings.

In the spring, we have a formal Title III meeting for ELL parents, hosted by Parent Coordinator, to present them with the Saturday-Lit-Tech model and invite them to attend. The meeting occurs during the school day, however, no Title III funds are used to pay for professional salaries. These opportunities to sign up for the Title III program also take place during the winter months, progress review conferences, parent coordinator workshops, as well as school wide celebrations where translation services and interpreters will be provided. Recruitment and engagement also take place during School Leadership meetings, and in letters and surveys sent home for parental review.

In an effort to gather information regarding parental needs, P4K staff utilizes every opportunity to actively engage parents and offer them services and other related workshops. During our student celebrations, formal and informal meetings, P4K will continue to engage parents in gathering some data regarding their wants and needs for supplemental English language services.

**D. Additional Information**

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

Paste response here:



**School Name: P4K****School DBN: 75K004**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah Evans	Principal		10/26/15
Anselma Ferguson	Assistant Principal		10/26/15
Latasha Green	Parent Coordinator		10/26/15
Rachael Arocho	ENL/Bilingual Teacher		10/26/15
Alma Bonilla-Jimenez	Parent		10/26/15
Sheila Ravelo/ENL Teacher	Teacher/Subject Area		10/26/15
Karen Fernando/Clssrm Tchr	Teacher/Subject Area		10/26/15
Derek Ramdass	Coach		10/26/15
Willa Barth	Coach		10/26/15
N/A	School Counselor		
N/A	Superintendent		
N/A	Borough Field Support Center Staff Member _____		
Adeliz Burgos	Other <u>Bilingual Schl Psych</u>		10/26/15
N/A	Other _____		
N/A	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **#INGEST ERROR!** School Name: **P4K**  
Superintendent: **Mr. Gary Hecht**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

P4K determines its language translation and interpretation needs by using data gathered from the following: the Home Language Identification Survey (HLIS), intake packets, and emergency cards. At the Committee on Special Education (CSE) meeting, the team meets with the parents, their home language is assessed and recorded through their HLIS, and, NYSITELL is administered when the home language is determined to be a language other than English. An interpreter is also provided at the CSE meeting for parents who need the service. If this process does not occur at the CSE, the HLIS and NYSITELL is administered and recorded at the school level.

P4K personnel who conduct the intake process are trained in administering the HLIS as well as other documents that can help in identifying a parent's language needs. This direct contact with the parents and legal guardians assists with the evaluation and assessment of the English Language Learners' (ELL) needs as well as the needs of their parents or guardians. The ENL team analyzes the HLIS to determine a student's home language. ELL status and home language are recorded and cross-referenced in ATS reports (RLER, RPOB, RLAT, REXH, HISE, RADP, ELPC RYOS, RCRL), intake packets, student's IEP, and emergency cards. The parents' preferred home language is also recorded in the PARL and UPG screens in ATS.

P4K has bilingual staff members who translate and interpret all communication for parents, such as, correspondence, progress reports, report cards, and daily communication, as needed. A translator is provided at the time of the IEP meeting, Parent Teacher Conferences, and individual parent meetings. Currently, P4K has 59 ELLs, some of whose parents need translation and interpretation services. At P4K, we currently provide in-house translation and interpretation services for the following languages: Spanish, Haitian-Creole, Russian, Mandarin, Chinese/Cantonese.

ELL parents, are provided with a translated Bill of Parents' Rights and Responsibilities from the NYCDOE website. P4K has appropriate school signage and forms in all languages mentioned

above. School-related documents are translated by the in-house translation team in a timely fashion since the school sets the documents under strict priority. ENL teachers collaborate with administration and staff regarding which parents need written translation and oral interpretation. Following this process, a list of ELLs and their home languages is drafted and shared with the P4K school community; administrators, lead teachers, classroom teachers, related service providers, cluster teachers, psychologists, counselors, and paraprofessionals.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Arabic  
Bengali  
Chinese/Cantonese  
French  
Haitian-Creole  
Mandarin  
Punjabi  
Russian  
Spanish

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

During the Parent Open House event in October, families are given an introductory packet in which information is shared regarding the Title III Program for ELLs and their families, as well as an overview of ENL services provided by P4K. Families are also informed of the availability of translation and interpretation services. In addition, many NYC DOE documents are available in different languages and are disseminated to parents at the beginning of and throughout the school year.

Periodically, P4K school-related documents are translated for parents who need this service. Documents may include the School Calendar, Parent Outreach information, IEP documents, progress reports, monthly celebration invitations, report cards, school notices, NYS testing dates, letters from school leadership, orientation letters, Title III Program information, after-school workshops, parent workshop notifications, P4K's Yearlong Curriculum at a glance, correspondence from the school nurse, and other important notices.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Open House Parent Meet and Greet Event - October 2015  
Parent-Teacher Conferences - November 2015 and March 2016  
ELL Parent Orientation Meetings - October 2015  
IEP Meetings - November 2015 through June 2016  
Awards Celebrations - Monthly  
Title III Program - March 2016 through May 2016  
Parent Workshops regarding curriculum, instruction, assessment, and related service supports (facilitated by Parent Coordinator) - Monthly  
Parent Association Meetings - Monthly  
School Leadership Team Meetings - Monthly  
Outreach to parents via telephone calls by teachers, psychologists, counselors, nurse, administration, related services - As needed

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

P4K uses the NYC Translation and Interpretation Unit to assist parents who speak a language that cannot be interpreted/translated in-house. The Translation and Interpretation Unit provides written translation, on-site interpretation, and over-the-phone interpretation services. This department is contacted to assist with IEP and other face-to-face meetings with parents who needs interpretation and translation.

P4K also provides in-house written translation services to parents in their native languages as indicated on the Home Language Identification Survey and during parent interviews. School documents such as correspondence, brochures, progress reports, report cards, and other communication are translated in-house in a timely fashion since the translation team of the school sets the documents under strict priority. Bilingual Pedagogues provide oral interpretation as well as written translation as needed in the following languages: Cantonese, French, Haitian-Creole, Mandarin, Russian, and Spanish.

P4K has appropriate school signage, safety plan procedures, and school forms in all languages mentioned above.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

P4K determines parents' interpretation and translation needs based on the Parent Information section of the HLIS and parent interviews, prior to commencing regular communications with families. P4K provides in-house interpreters, when available, at the time of meetings, such as CSE meetings, annual IEP meetings, parent-teacher conferences, and group celebrations. When in-house interpreters are unavailable in the language needed, P4K ensures accessibility to interpretation/translation support services via the NYC Translation and Interpretation Unit.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

P4K has ongoing in-house staff development for teachers, administrators and support staff on accessing translation and interpretation services for the needs of our ELL parents. We also provide training on interviewing parents during the intake process, completing the HLIS and intake documents concerning language needs. A portion of the training provided makes staff aware that P4K provides translation & interpretation services in-house as well as through the NYC Language Translation and Interpretation Unit. Paper and electronic copies of Translation & Interpretation brochures, forms, and other information regarding translation and interpretation services are distributed to personnel at each of P4K's locations.

The School Safety Agent is also trained on how to guide an ELL parent to request interpretation and translation services. P4K provides each agent with the Language ID Guide from the NYC DOE website that is used during a first encounter with parents to identify the language spoken. This document contains icons of the different languages for parents to identify their native language and the contact information for the NYC Translation and Interpretation Unit. In addition, signage, posters, and language guides are highlighted.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P4K will fulfill Section VII of Chancellor's Regulations A-663 by translating and disseminating notices and any NYC DOE documents to our ELL parents. P4K translates documents in home languages and provides in-house/NYC T&I interpreters at all one-on-one and group meetings at the parents'

request. The Parent Coordinator and the Language Access Coordinator work in conjunction with the ENL teachers to ensure ELL parents have translation and interpretation services, as appropriate.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

P4K participates in disseminating the personalized NYC DOE Parent Survey to gather parental feedback. We encourage parents to complete the survey during parent-teacher conferences and other meetings within NYC DOE's time frame. During face-to-face contact and via telephone, school staff (i.e. ENL teachers, classroom teachers) ask parents about their experiences with translation and interpretation services.

P4K provides a 6-week Title III program that promotes language enrichment for our ELLs and their families. During orientation meetings and throughout the program, parents are encouraged to share their needs and experiences regarding translation and interpretation services. Parental feedback is also provided on exit surveys at Title III ELL Programs.

P4K provides monthly parent workshops which provide a safe forum for parents to discuss and provide feedback regarding the quality and availability of services. Families are encouraged to reach out to their children's teachers, lead teachers, and school administration with any concerns relating to their language needs.