

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75K140

School Name:

P.S. K140

Principal:

RODERICK PALTON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: K140 School Number (DBN): 75K140
Grades Served: K-8
School Address: 141 Macon Street, Brooklyn, NY 11216
Phone Number: (718) 783 4842 Fax: (718) 783 4869
School Contact Person: Roderick Palton Email Address: rpalton@schools.nyc.gov
Principal: Roderick Palton
Sharon Williams
UFT Chapter Leader: Claudius Mitchell
Parents' Association President: Maureen Ferrara
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 1st Avenue, NY, NY
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: (212) 802 1503 Fax: (212) 802 1678

Borough Field Support Center (BFSC)

BFSC: BFSC North Director: Ketler Louissaint
Director's Office Address: 400 1st Avenue, NY, NY
Director's Email Address: klouissaint@schools.nyc.gov

Phone Number: (212) 802 1520 Fax: (212) 802 1688

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) |
|-------------------|---|-------------------------|
| Roderick Palton | *Principal or Designee | |
| Deborah Mc Kay | *UFT Chapter Leader or Designee | |
| Claudius Mitchell | *PA/PTA President or Designated Co-President | |
| Marie Barreau | 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 | |
| Maureen Ferrara | Member/UFT | |
| Margaret Williams | Member/UFT | |
| Simone London | Member/ PA | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------------|--|----------------------|
| Fabian Rosado | Member/ PA | |
| Carol Ann Gould | Member/ PA | |
| Romell Springer-Mckenzie | Member/ PA | |
| | 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.

| The Six Elements of the Framework for Great Schools |
|---|
| 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. |
| Supportive Environment: 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.

At P 140K, we believe that it takes a village to raise a child . We are a community of learners who strive to provide our diverse student population with a quality, rigorous, well-rounded educational experiences. With our students' abilities at the focus of our instructional methods, we work collaboratively with each other, families, and the community at-large to ensure that our students remember "the village" they come from. By providing them with new options, new opportunities, and accepting no excuses, our students will be ready to meet the challenges of the world while on their path towards college and/or career readiness.

PS140K is an elementary/middle school with approximately 281 students from K through grade 8. The school population comprises 72% Black, 21% Hispanic, 4% White, 1% Asian, and 2% unspecified students. The student body includes 11% English language learners and 100% special education students. Boys account for 81% of the students enrolled and girls account for 19%. The attendance rate for the 2014-15 school year is 87%, up almost 2% from 2013-14.

During the 2014-15 school year, we saw growth in the following elements of the Framework for Great Schools. Our largest area of growth was in Rigorous Instruction. We saw a four percent increase in student proficiency in both the New York State English Language Arts (ELA) and Math assessments. This area of growth matched or exceeded the Citywide average and exceeding the District 75 average. Additionally, all of our students scored a level three or four on the New York State Alternate Assessment (NYSAA), exceeding both the District 75 and Citywide average. Fifteen students were recommended for, and currently attend less restrictive environments (LRE) outside of District 75 and sixteen students currently participate in inclusion programs within the district.

We also saw growth in the area of Collaborative Teachers. As a school, we are always looking to evolve and grow our practices using the components of the Danielson Framework to guide our work. This type of collaboration contributed to the academic growth of our students, as well as the improvement of instructional practices of teachers, specifically leading to a 58% increase in effective practices in component 3b- Question and Discussion Techniques; and a 29% increase in component 3d- Using Assessment in Instruction.

For the 2015-16 school year, we will extend our work in the element of Rigorous Instruction to continue the positive trajectory that our students with disabilities are on. Teachers are leaders. To this end, we want to increase the level of teacher involvement in make school-wide decisions by creating more school level committees, and collaborative teacher teams. We are also excited about the integration and availability of technology in all of our classrooms by the end of this year through Reso-A funding provided by Councilman Robert Cornegy of the 36th District.

75K140 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|--|---|-----|---|
| Grade Configuration | 0K,01, 02,03, 04,05, 06,07, 08 | Total Enrollment | 264 | SIG Recipient |
| | | | | N/A |
| 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 |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 20 | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | N/A | % Attendance Rate | | 85.3% |
| % Free Lunch | 84.2% | % Reduced Lunch | | N/A |
| % Limited English Proficient | 10.7% | % Students with Disabilities | | 100.0% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.7% | % Black or African American | | 67.6% |
| % Hispanic or Latino | 25.0% | % Asian or Native Hawaiian/Pacific Islander | | 0.7% |
| % White | 2.2% | % Multi-Racial | | 0.4% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 2.9 | # of Assistant Principals (2014-15) | | 2 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 4 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 4.3% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 9.9 |
| 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 | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| 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 | | | |
| Accountability Status – High Schools | | | | |
| 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.

In 2013-14, currently enrolled students who participate in the NY State Common Core ELA exam had an average proficiency rating of 1.67 (and scored .86 points below the average proficiency rating of their citywide peers).

Currently enrolled students who participate in the NY State Common Core Math exam had an average proficiency rating of 1.69 (and scored 1.03 points below the proficiency rating average of their citywide peers)

About 95% of currently enrolled students scored zero points on constructed response questions.

In 2014-15, currently enrolled students who participated in the NY State Common Core ELA exam had an average proficiency of 1.74 (an increase of .07 points) and 1.78 (an increase of .09 points) on the Math exam. These numbers represent a four percent increase in proficiency.

2014-15 Fall data on the Students Annual Needs Determination Inventory (SANDI) assessment showed that 49% of the 126 students who participate in alternate assessment scored a level 1 in Common Core Learning Standards (CCLS) content area of Reading Information 1 (RI 1). SANDI data also showed that 63% of students who participate in alternate assessment scored a level 1 in the Operations and Algebra. In the Spring of 2015, only 23% of those same students were level 1 (28 students) in RI1. In Spring of 2015, 46% were in level 1 in Operations and Algebra (57 students).

In order to increase student success on the exam, we have implemented CCLS-aligned curriculum across all grades and populations. In ELA, curriculum will be adapted to focus on core standards RI1, RL1 and W1. Additionally, teachers will tailor their instruction to get students to use evidence in argument by using advancing and assessing questions. Instruction will focus on teaching students to identify and elaborate on the key ideas and details in text, and using the text to explain their thinking.

During math instruction, teachers will improve student outcomes by providing targeted feedback by using advancing and assessing questions during instruction and by allowing students to engage in productive struggle. Teaching will focus on the major tested areas of each grade. As appropriate, students will be receive support in multiplication and division facts, as well as understanding the relationship between fractions and ratios. Understanding these key concepts will help students be more successful in answering constructed response questions.

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 P140K students will increase their literacy and mathematical proficiency by an average of 3% as evidenced by the appropriate summative assessment.

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Part 3 – Action Plan

| <p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <p>Our school community has opted to add six additional half days to the academic calendar to provide professional development aligned to the Danielson Framework.</p> | <p>All staff</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal, Lead teachers, School-Based Coach, Teachers</p> |
| <p>Implement a revised Response to Intervention (RtI) program to targeted students that reinforce basic skills in both literacy and math.</p> | <p>SWDs</p> | <p>November 2015-June 2016</p> | <p>Testing Coordinator; School-Based Coach; RtI Teachers; Teachers</p> |
| <p>Staff will revise unit plans to meet the needs of all students, including integrated dates for benchmark and final measures of performance using standard rubrics or rubrics that represent various levels of performance (as appropriate).</p> | <p>All Teachers</p> | <p>September 2015- June 2016</p> | <p>Administrators, Teachers, School-based Coach, District Coaches</p> |
| <p>Teachers will be observed using the Framework for Teaching with a focus on all of the rated components of domain three and component 1e of the domain one. The first observation will always be an informal so that teachers can implement feedback prior to future observations.</p> | <p>All teachers</p> | <p>October 2015-June 2016</p> | <p>Administrators, Teachers, Special Education School Improvement Specialist (SESIS)</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.

In order to meet this goal:

- Visions for School Improvement funding will be used to cover per diem coverages for teachers to engage in training and participation in professional development during regular work hours and on weekends.
- Additionally, we created a School-Based Coach and Testing Coordinator positions through the SBO process.
- Teachers will be programmed for common preps at least twice per week to allow self-directed common planning time.
- Each site will have a Unit Teacher through the SBO process to coordinate District-based coaching and to allow administrators to focus more on instructional support to teachers.

CCLS-aligned curriculum will be purchased in core subject areas for all students and teachers.

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 st 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.

By February 2016, 50% of students will show an increase in ELA and Math proficiency as evidenced by the appropriate formative assessment.

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.

P 140K was designated a "persistently dangerous" school by New York state from 2012-2014. Through the hard work and perseverance of our students and staff, we successfully petitioned and were removed from the list for the 2015-16 school year. Given that a majority of our student population has been diagnosed as emotionally disturbed according to their Individualized Education Program (IEP), we will continue to provide supports and interventions to our students through Positive Behavior Interventions and Supports (PBIS) system.

We continue to build upon reviewer feedback provided during the 2013-14 Quality Review. The reviewer notes, “[The school needs to] further refine and extend the school’s approach to culture building and social-emotional support such that the tone of the school is generally respectful and the school is working to address areas of need.” To this end, we have expanded our school-wide celebrations to include both staff and students. Each month our PBIS and Pupil Personnel Team (PPT) committees meet to discuss ways to improve school culture and support individual and groups of students in need of additional support.

As a result of the collective work of the committees, staff and students alike, we have achieved the following:

- Over 25 percent decrease in Level 3 or higher incidents.
- 50% decrease in both principal and superintendent suspensions.

Sixty six percent of students who responded in the 2014-15 NYC School Survey responded that they felt safe when they were in school. We want all of students to feel safe and supported. Therefore, we will continue to work towards decreasing level 3 or high incidents in the hopes that more students feel safe in school. We will also continue to provide professional development to staff to better enable them to manage students with more challenging behaviors.

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, there will be an improvement in student behaviors as evidenced by a 3% decrease in Level 3 or higher incidents as measured by the appropriate incident reporting system.

Part 3 – Action Plan

| 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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| Ensure that 50% of classroom personnel are trained in Therapeutic Crisis Intervention for schools. | All staff | October 2015 thru June 2016 | TCI Trainers, Administrators |
| Participate in the citywide Middle School Afterschool initiative to extend student academic and social-emotional learning. | Middle School students | October 2015 thru June 2016 | Administrators, Teachers, Teaching Assistants |
| Continue implementation of social-emotional learning programs in grades K-8, to promote internet safety, anti-bullying, and social responsibility, and academic and personal behaviors. | K-8 Standardized Students | October 2015 thru June 2016 | Administrators, Teachers, Teaching Assistants |
| Continue Get Ready to Learn (GRTL) in K-5 classes at K323 and extend the program in K-2 classes at K304) | K-5 Students | October 2015 thru June 2016 | Administrators, Teachers, Teaching Assistants |

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.

Human resources needed include: Crisis Intervention Teacher (TCI trained), Unit Teachers, After-school staff to include teachers, paraprofessionals, school aide, and after-school supervisor.

Instructional Resources needed include: Second Step curriculum, Cyber Safety curriculum, GRTL Curriculum; Other resources needed include: Hip Hop for Life (CBO); Health and Sex Education through local CBO.

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 st 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.

By February of 2016, there will be an improvement in student behaviors as evidenced by a 3% decrease in level three or higher incidents when compared to data from 2014-15.

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.

By the end of the 2014-15 school year, data from teachers who participated in the new teacher evaluation system showed the following:

| COMPONENT | 2013-14 (%) | | | | 2014-15 (%) | | | |
|------------|-------------|-----|-----|-----|-------------|----|----|---|
| | HE | E | D | I | HE | E | D | I |
| ALL | N/A | N/A | N/A | N/A | 11 | 65 | 22 | 2 |
| 3B | 1 | 35 | 61 | 3 | 3 | 54 | 40 | 2 |
| 3D | 1 | 50 | 36 | 3 | 4 | 62 | 30 | 4 |

This year, there has been all around improvement as evidenced by the more than 170 documented classroom visits by administrators. Most notably, we have more teachers rated highly effective this year. Additionally, in Domain 3, we see an increase of 21% in component 3b and an increase of 15% in component 3d of teachers rated effective or higher.

We hope to improve teacher practices in domain three as we believe that this domain has a direct impact on the academic progress of our students. We are proud that at the end of the 2014-15 observation period, 76% of all teachers who were observed using the Advance system were rated "effective" or higher. However, we want to see more teachers rated "highly effective" in all components of domain 3, including 3c- Engaging Students in Learning.

Our work this year will support teachers in designing coherent instruction that incorporates students' choice and voice in accordance to component 3c. Additionally, we will hone in on how teachers provide feedback to students throughout instruction and support them in designing systems of system that allow students to provide feedback to each other and self monitor.

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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase of teachers rated effective or higher in each component of domain three of the Danielson Framework, from the Fall 2015 to Spring 2016, as measured by teacher observations using the Advance system.

Part 3 – Action Plan

| | | | |
|---|--|---|--|
| <p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>Observe pedagogical practices of teachers using the Framework for Teaching using pre-determined cycles.</p> | <p>Teachers</p> | <p>October 2015 thru June 2016</p> | <p>Administrators, Teachers</p> |
| <p>Staff will register for at least two self-selected professional development opportunities outside of school to support their professional growth.</p> | <p>Teachers</p> | <p>September 2015 thru May 2016</p> | <p>Teachers</p> |
| <p>Program teachers to have common preps and planning time in 2015-16</p> | <p>Teachers</p> | <p>September 2015-June 2016</p> | <p>Administrators, Teachers</p> |
| <p>Schedule six additional half days to support teacher development</p> | <p>Teachers, Paraprofessionals</p> | <p>October 2015 thru May 2016</p> | <p>Administrators, Teachers, Paraprofessionals</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | |
|--|-----------------|--|--------------------------------------|--|-------------------|--|-------------------------|--|--------------------------|-----------------------------|
| <p>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.</p> | | | | | | | | | | |
| <p>Human resources include: School-based and District-based coaching support, Testing Coordinator, Lead teacher in each cohort, parent coordinator.</p> | | | | | | | | | | |
| <p>Instructional resources include: Professional Learning Manual, Protocols for Looking at Students’ Thinking, CCLS-aligned curriculum.</p> | | | | | | | | | | |
| <p>Schedule Adjustments: Additional half-days, Common Preps between cohort members, Additional per diem support using VSI funding..</p> | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | |
| <p>X</p> | <p>Tax Levy</p> | | <p>Title I SWP</p> | | <p>Title I TA</p> | | <p>Title II, Part A</p> | | <p>Title III, Part A</p> | <p>Title III, Immigrant</p> |
| | <p>C4E</p> | | <p>21st Century Grant</p> | | <p>SIG/SIF</p> | | <p>PTA Funded</p> | | <p>In Kind</p> | <p>Other</p> |

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.

By February 2016, there will be a 5% increase of teachers rated effective or higher from the Fall 2015 summary to the February mid-year summary of teacher observations, as measured using the Advance system.

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.

After reviewing the data from the 2014-2015 NYC School Survey results, "Effective School Leadership" had the lowest percentage score at 74% positive responses. Eighty-nine percent of teachers felt that the principal communicated a clear vision, sets high standards for students, tracks students' progress, and followed up with teachers' implementation of practices learned in professional development. However, 77% of teachers felt that the principal knew what was going on in their classrooms, and 76% felt that the principal participated in instructional planning with teacher teams.

The high standards for learning have led to an increase in overall student performance across all grades and populations as evidenced by student performance on both standardized and alternate assessments. Additionally, it has been a school to get every student reading. During the 2014-15 school year, out of 112 tested students, 106 (or 95%) made some progress when assessed using Fountas and Pinnell. Out of the 112 tested students, 70% (or 78 students) moved at least two or more reading levels. The average number of reading levels amongst those who moved at least two levels was 3.25. In our classrooms, teachers comment about how much better our students are reading which makes access to instructional text and real learning a reality for so many students.

Our collaborative teacher teams are integral in ensuring that all of our students are learning at high levels. Administrators and coaches are integral in this process. Therefore, we must be active participants.

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, there will be a three percent increase in positive responses in the area of "Effective School Leadership" as evidenced by the results of the 2015-16 NYC School Survey.

Part 3 – Action Plan

| 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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|--|--|---|--|
| Create collaborative teacher teams based on instructional programs across the K140 organization that review student work and make adjustments to curriculum that meets the needs of all students (using the Looking at Student Thinking protocol). | Teachers | September 2015 to June 2016 | Administrators, Unit Teachers, School-Based Coach |
| Program teachers to have common preps in order to collaborate and plan. | Teachers | September 2015 to June 2016 | Administrators, Unit Teachers |
| The principal is attend at least one CTTM meeting a month and have a designee (unit teacher, coach, assistant principal) attend all other CTTM meetings | Teachers | October 2015 to May 2016 | Administrators, Unit Teachers |
| Randomly review samples of Unit plans for curriculum alignment and provide feedback. | Teachers | October 2015 to February of 2016 | Administrators, School-Based Coach |
| Provide targeted in-house professional development based on teachers' needs during the additional six half days. | Teachers, Paraprofessionals | October 2015 to May 2016 | Administrators, School-based Coach, Unit Teachers |
| Develop teams of teachers to revise or rewrite unit plans that meet the needs of all learners. | Teachers | October 2015 to February of 2016 | Administrators, School-Based Coach, Teachers |
| Provide actionable feedback to teachers using the Danielson Framework, both informally and formally. | Teachers | October 2015 to May 2016 | Administrators |
| All administrators will visit a minimum of five classes per week based on a focus (such as learning objectives, classroom set-up, student engagement, etc) | Teachers | October 2015 to May 2016 | Administrators |

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.

Through the SBO process, create a School-Based Coaching position, Three Unit Teacher Position, Testing Coordinator Position. Use Vision for Great Schools funding to provide per session and per diem funding for teachers to create and/or revise units. Add six additional half days to school calendar for professional development.

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 st 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.

By
 February 2016, 50% of teachers will be rated effective or higher in component 4e- Growing as a Professional- as observed using the Advance observation system.

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

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|---|
| <ul style="list-style-type: none"> • 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. |
| |

Part 2 – Annual Goal

| |
|---|
| <p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| |

Part 3 – Action Plan

| <p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

| |
|--|
| |
|--|

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

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| | C4E | | 21 st 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.

| |
|--|
| |
|--|

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

| |
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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) | Students reading 2 grades below level (Grades 3-8; Standard) | MindPlay; MyOn; Close Reading Strategies; Wilson | small group, one-to-one | During school, After School |
| Mathematics | Students scoring 0 points on constructed responses on State Math test | Multiplication drills; Repeated practice | small group; one-to-one | During school; After-school |
| Science | Students scoring 0 on constructed response questions on State Math test | hands on practice with science teacher | small group; one-to-one | During school; After school |
| Social Studies | Students reading 2 grades below level (Grades 3-8; Standard) | MyOn; Performance Assessments | small group; one-to-one | During school; After School |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students with Behavior Intervention Plans | Second Step | small group; one-to-one | During school |

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. | | | | | |
| | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | X | Non-Title I |

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 codes¹. 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 consolidated². **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 | | |

¹Explanation/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.

²The **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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>P140K</u> | DBN: <u>75K140</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 type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>1</u> |
| # of certified ESL/Bilingual teachers: <u>1</u> |
| # of content area teachers: <u>0</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P140K is a Special Education school within the NYC Department of Education District 75 program. P140K consists of four sites, located throughout Kings County. The school grades range from Pre- K to grade 8. There is a total of 272 special needs students, who are supported by approximately 150 staff and three administrators. P140K meets the educational needs of students with physical, cognitive and emotional disabilities. The children diagnosed with Autism Spectrum Disorder, Intellectual Disabilities, and emotional disturbances are serviced as mandated by their IEPs.

- Students can participate in our inclusion program in both standardized and alternate assessment testing categories. P140K's commitment to education is reflected in ongoing professional development and implementation of educational methodologies and strategies. We seek to intergrate and transition students into the community schools and generalize applied skills in their homes.

- The Freestanding ESL program of P140K supports curriculum designed to assist English Language Learners in the attainment of English Language Proficiency and academic achievement. The ESL teacher applies both ESL and Special Education methodologies to those students who are mandated as per NYS CR Part 154 to receive ESL services and participate in NYSESLAT testing. Our ESL teacher works collaboratively with content-area teachers across the curriculum to ensure that our ELLs are receiving appropriate language instruction. Our ESL teacher utilizes both the "push-in" and "pull-out" models of English instruction.

- There are 30 of the 272 students enrolled who have been identified as English Language Learners. Our ELLs come from various cultural backgrounds. The breakdown of our Language Allocation is: 2 Arabic students, in the 5th and 6th grade, 2 Bengali students, in the 6th and 7th grade, 1 Haitian student in the 3rd grade, 25 Spanish students, 3 in K, 3 in 1st grade, 1 in 3rd grade, 1 in 4th grade, 2 in 5th grade, 9 in 6th grade, 2 in 7th grade , and 4 in 8th grade.

- To further address the needs of these students P140K proposes to establish a Title III Saturday Instructional Program which will run for eight (8)- five(5) hour sessions. There will be a 12:1:1 group of ELLs, grades 6-8. Out of the 30 ELLs, 18 are in grades 6-8 which make up more than half of the total number of ELL students. Based on the NYSESLAT 2014 scores most of our ELLs in grades 6-8 need additional support so they can improve their reading and writing skills. They will be given this opportunity through the Title III program. The 12 ELLs who will be invited to participate in the program are the ones with the most academic needs. The program will run from 9:00 AM to 2:00 PM beginning December 2014 through February 2015. Instruction will be delivered in English using ESL methodologies. Instruction will be provided by the ESL teacher, one bilingual-Spanish paraprofessional and one bilingual-Arabic paraprofessional who will provide 1:1 services and support the needs of an Arabic speaking student. The home language of the students are Spanish and Arabic. The focus of the instructional program will be on "Artists from Around the World". Students will have the opportunity to study the artists' lives by reading their biographies and become familiar with the various techniques they used to create famous pieces of work. In addition to the literacy component and the study of biographies as a genre, ELLs will create their own pieces of work as a means of self expression. Research has proven that art experiences can be invaluable tools in facilitating the second language acquisition process. Since art is a universal means of communication, ELLs can communicate and share cultural backgrounds as well as objectify feelings and ideas. In addition, art provides opportunity for reinforcing

Part B: Direct Instruction Supplemental Program Information

vocabulary and grammar and stimulation and expansion of expressive language. Therefore, involvement with the arts provides opportunities for learning so that students can reach higher levels of achievement.

During the literacy component students will read biographies from the series "Getting to Know the World's Greatest Artists." Students will also have the opportunity to view a great number of works of art from each artist studied using a projector. During the art component of the program ELLs will use multimedia to produce their own works of art inspired by the artist.

Part C: Professional Development

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

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

Begin description here: The ESL teacher , two paraprofessionals, and an administrator will participate in

seven (7) one-hour sessions from 8:00 AM to 9:00 AM to be held one hour prior to each Title III session. The first professional development session will be held in December, prior to the commencement of the program during the first Saturday before the instructional session and it will include an overview of the entire eight (8) week program. Topics will include ESL and Multicultural Literature, Understanding our ELLs' needs, Approaches to ESL instruction, the Role of Bilingual Paraprofessionals , Targeting content Area and ESL Skills, ESL in Special Education, Using Art as a tool in second language learning. In addition, we want to develop strategies in working with parents by reinforcing functional language through technology and to create multisensory materials to be used with parents and students to enhance their communication and learning. Providing this Professional Development will give the teacher , paraprofessionals and administrator the skills needed to be effective and to facilitate learning with their students. Our ESL teacher Ms. Ikonomou will be providing the Professional Development.

Part D: Parental Engagement Activities

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

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

Begin description here: The parent involvement component of the Title III Saturday Program will begin with the Assistant Principal guiding parents in a structured networking activity during which parents will have an opportunity to hear about the program and get to know each other and share their experiences and concerns related to education, communication and the socialization needs of their children. This activity will only be provided during the first session of the program for one hour from 9:00AM-10:00AM. Parents will be invited to join their youngsters throughout the sessions and engage in language-based activities conducted by the ESL teacher. Bilingual paraprofessionals will be available to facilitate communication between staff and parents. Parents

Part D: Parental Engagement Activities

will receive a Title III letter with information about the program. These letters will be sent to parents in English and their Home Languages.

Part E: Budget

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|------------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | <u>\$7867.76</u> | <p><u>Professional Development</u></p> <p><u>1 Supervisor will receive 1 hour of per session for each Saturday for 7 weeks at current rate (\$52.84 per hour). \$52.84 per hour x 7 Saturdays= \$369.88</u></p> <p><u>1 Teacher will receive 1 hour of per session for each Saturday for 7 weeks at current rate (\$50.50 per hour). \$50.50 per hour x7 Saturdays = \$353.50</u></p> <p><u>2 Paraprofessionals will receive 1 hour of per session for each Saturday for 7 weeks at current rate (\$29.05 per hour).\$29.05 per hour x7 Saturdays = \$203.35 x 2 Paraprofessionals = \$406.70</u></p> <p><u>1 Secretary will receive 9 hours of per session at current rate (\$31.12 per hour). \$31.12 per hour x 9 hours = \$280.08</u></p> <p><u>Direct Instruction</u></p> <p><u>1 Supervisor will recive 5 hours of per session for each Saturday for 8 weeks at current rate (\$52.84 per hour). \$52.84 x 5 hours = \$264.20 x 8 weeks= \$2113.60</u></p> <p><u>1 Teacher will recive 5 hours of per session for each Saturday for 8 weeks at current rate(\$50.50 per hour). \$50.50 x 5 hours= \$252.50 x 8 weeks= \$2020.00</u></p> <p><u>2 Paraprofessionals will receive 5 hours of per session for each Saturday for 8 weeks at curent rate (\$29.05 per hour). \$29.05 x 5 hours = \$ 145.25 x 8 weeks = \$1162.00 x 2 paraprofessionals = \$2324.00</u></p> |
| Purchased services | 0 | |

Part E: Budget

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-------------------------|--|
| <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | | |
| <p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | <p><u>\$2212.23</u></p> | <p>EPSON POWERLITE X17 PROJECTOR (Quantity 1)= <u>\$385.93</u> QUARTET DURACART Multimedia Projector Cart (Quantity 1) = <u>\$261.50</u> LEXMARK COLOR PRINTER CS510De (Quantity 1) = <u>\$677.24</u> Ink Cartidrges: <u>Cyan \$48.56 each x 2(quantity)= \$97.12,</u> <u>Yellow \$48.56 each x2(quantity) = \$97.12</u> <u>Magenta \$ 48.56 each x 2 (quantity)= \$97.12</u> <u>Black \$47.10 each x2(quantity)= \$94.20</u> <u>Total of all 8 cartridges = \$385.56</u> <u>Scholastic Readers of Famous Artists- Getting To Know the World's Famous Artist . \$4.07 per book x 5 copies = \$20.35 x 12 artists = \$244.20</u> <u>Art Supplies (glue, tissue paper, construction paper, clay, paint, display boards, paint brushes)</u> <u>Xerox paper 1box = \$ 39.52</u> <u>Display Boards (pack of 10) = \$22.35</u> <u>Construction Paper(1 pk of 9x12) = \$2.23</u> <u>Tissue Paper (2 pks at 11.00 each) = \$22.00</u> <u>Construction Paper (7 pks at 2.18 of 18 x 24) = \$ 15.26</u> <u>Glue (Liquid .49 each x 10)= \$4.90</u> <u>Glue Sticks (2 boxes at 11.77 each)= \$23.54</u> <u>Paint Brushes (2 sets at 13.75 each) = \$27.50</u> <u>Chroma Acrylic Paints(1 set at 79.97) = \$79.97</u> <u>Crayola Easy to use Air Dry Clay (1tub at 8.93)= \$8.93</u> <u>Clay (5 sets at 2.32 each set) =</u></p> |

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>\$ 11.60</u> <u>Total of all supplies=\$257.80</u> |
| Educational Software (Object Code 199) | <u>0</u> | _____ |
| Travel | <u>\$960.00</u> | <u>24 Metrocards @\$5.00 per card X 8</u> <u>Saturdays = \$960.00</u> |
| Other | <u>\$160.01</u> | <u>Refreshments for parents:</u> <u>\$160.01</u> |
| TOTAL | <u>\$11,200.00</u> | <u>\$11,200.00</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 75 | Borough Brooklyn | School Number 140 |
| School Name P140 | | |

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 Roderick Palton | Assistant Principal Vivian Smith |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Georgia Ikonomou | School Counselor Robert Martini |
| Teacher/Subject Area M. Reyes/classroom teacher | Parent Carol Ann Gould |
| Teacher/Subject Area type here | Parent Coordinator R. Biswas |
| Related-Service Provider Kerry Owens | Borough Field Support Center Staff Member |
| Superintendent | Other (Name and Title) Cynthia Tucker / Testing Coord |

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 | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 1 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | N/A | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | 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] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 255 | Total number of ELLs | 33 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | 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 checked="" type="checkbox"/> |
| | 6 <input checked="" type="checkbox"/> | 7 <input checked="" type="checkbox"/> | 8 <input checked="" type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> | 11 <input type="checkbox"/> |

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 # |
| Transitional Bilingual Education | | | | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 33 | Newcomers (ELLs receiving service 0-3 years) | 18 | ELL Students with Disabilities | 33 |
| SIFE | 1 | Developing ELLs (ELLs receiving service 4-6 years) | 15 | Long-Term (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 | |
| TBE | 0 | | | 0 | | | | | | 0 |
| DL | 0 | | | 0 | | | | | | 0 |
| ENL | 18 | 1 | | 15 | | | 0 | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 8

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**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 <u>Spanish</u> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 0 | 0 | | | | | | | | | | | | | 0 | | 0 | 0 | 0 | 0 |
| Bengali | 0 | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 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 |
| TOTAL | 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: <u>0</u> |
|---|--|

| 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 | | 4 | 3 | 1 | 1 | 3 | 3 | 7 | 1 | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | 1 | | 1 | | | | 1 | 1 | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | 1 | 1 | 1 | | | | | 0 |
| Haitian | | 1 | | | 1 | | 1 | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

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 |
| Entering (Beginning) | | 6 | 2 | 2 | 1 | 3 | 4 | 9 | 3 | | | | | 0 |
| Emerging (Low Intermediate) | | | | | 1 | | 1 | | | | | | | 0 |
| Transitioning (High Intermediate) | | | 1 | | | | | | | | | | | 0 |
| Expanding (Advanced) | | | | | | | | | | | | | | 0 |
| Commanding (Proficient) | | | | | | | | | | | | | | 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 | | | | | 0 |
| 4 | 1 | | | | 0 |
| 5 | 1 | | | | 0 |
| 6 | 2 | | | | 0 |
| 7 | 1 | | | | 0 |
| 8 | 1 | | | | 0 |
| NYSAA | | | 11 | 2 | 0 |

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

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | 1 | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 2 | | | | 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, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

P.140K uses a variety of assessments to assess the early literacy skills for ELLs. Fountas and Pinnell, SANDI/FAST and WEBABIIS (for our alternate assessment students) and teacher created assessments are used to provide data on the students skill levels. This data helps to inform the school's instructional plan by indicating the students strengths and weaknesses in the areas of decoding, comprehension and fluency.

The data has shown that the ELLs' comprehension, decoding as well as the vocabulary levels are not up to their grade levels due to their learning disabilities and second language proficiency needs. This informations is then used by the teachers to drive instruction and set individual goals for the students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

P140K is a D75 school serving students K-8 with cognitive as well as emotional disabilities. The results for NYSAA for our Alternate Assessment students in grades 3 -8 are as follows: in ELA 11 students scored level 3 and 2 scored level 4, Science 2 scored level 3, and in Math 7 scored level 3 and 6 scored level 4. Our Alternate Assessment ELLs scored higher on these assessments in comparison to the NYSESLAT because the datafolios tasks are created based on the students' functional levels. The standardized students who participated in the New York State ELA, Math and Science scored level 1. The NYSESLAT data showed that 30 students scored entering, 1 student scored emerging , and 1 scored transitioning. One student advanced one proficiency level from beginning to emerging (low intermediate). Students who will be administered the NYSITELL will be placed based on the appropriate language proficiency level based on their scores. Due to the students' learning disabilities and second language profeciency needs, the students that were administred the NYSESLAT scored higher in the listening and speaking modalities than in the reading and writing modalities of the test. These results will be analyzed and used to drive individualized instruction for the students.

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

P.140K uses the information to determine decisions on setting Annual Measurable Achievement Objectives. Our school uses information about Annual Measurable Objectives (AMOA's): #1 Percentage of students making Progress in English as determined in one of three ways: a) advancing one proficiency level on the NYSELAT between two consecutive years; b) making a total scale score gain of 43 points on the NYSELAT for students who maintain the same proficiency level between two consecutive years; or c) scoring at the intermediate level or above on the NYSELAT for students with one data point. ; #2- Percentage of students Attaining English Language Proficiency : a) attaining English language proficiency is defined as LEP/ELL students scoring at the proficient level on both the Listening/ Speaking and Reading/Writing modality combinations of the NYSELAT to address them in instructional planning and creating our students' Individualized Educational Plans.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Although all of the ELLs at P140K speak a language other than English, none can read or write in the native language. As a result, the use of the native language for testing cannot be considered. The ELL Periodic Assessment was not administered to the P140K ELLs last academic year. The decision was made based on the fact that the periodic assessment is an assessment designed for general education students. It does not take under consideration the ELLs disabilities. When our students participated a few years ago they had great difficulty responding. The data collected then was not useful. As a result only the data from the NYSELAT was available to be used when making instructional decisions.

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 [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

P140K uses data to guide instruction for ELLs within the RtI framework. For Tier 1, where instruction focuses on promoting language and literacy development, competencies in reading, writing, listening, and speaking are supported based on the data collected. Data is also used to design instructional routines and interventions in Tiers 2 and 3. Differentiation along with material adaptations are some ways of meeting the needs of our academically and emotionally challenged ELLs.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- Instructional decisions at P140K are always made based on the needs of the students. IEP goals are developed based on the language as well as the academic and social needs. Since the academic success of an ELL depends upon the child's second language development, lessons are designed considering the specific needs. Programs also provide differentiated activities to cater to the ELLs' needs and help them develop language while they develop academically. The ESL teacher collaborates with the classroom teachers to ensure academic success.

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

Currently, P140K only features ENL program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The success of the programs for ELLs is evaluated every year through cohort meetings, where data is collected and analyzed. Weekly collaboration between the classroom teachers and the ENL teacher are held to evaluate student performance. When NYSELAT results become available each individual modality is analyzed separately by the ENL teacher and as a school, we look for growth within each level of language proficiency to determine student progress and to address student needs.

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.

In order to identify ELLs, P140K follows the ELL Identification Process . New admits to the Board of Education go through the initial stage at the Committee on Special Education (CSE), the members of the team in collaboration with the students' parents reach a decision based on the children's needs and make the necessary recommendations. The parents of all new admits are administered the Home Language Identification Survey (HLIS).The completed HLIS stays in the student’s cumulative file. If the language is English then the ELL Identification process terminates at this step. If the language is other than English, at this point an in-depth interview is conducted by the ENL teacher to review school work and the IEP in order to determine NYSITELL eligibility either in English or in the native language. Translation services are provided to those parents who need assistance during the ELL identification process. NYSITELL eligibility will be determined by the Language Proficiency Team (LPT) . The LPT is comprised of the Assistant Principal, the ENL teacher, a special education classroom teacher, and the ELL parent. If the information gathered indicates that the student should be assessed for SIFE status then an oral interview questionnaire and the LENS will be administered . Mrs. G. Ikonomou, the ENL teacher administers the NYSITELL and the LENS. Students who score at or below NYSITELL cut scores are English Language Learners and eligible for ENL services. Placement depends on the students' performance. In addition, ELLs who have Spanish as a home language and who are not successful on NYSITELL, are administered the Spanish Lab to indicate proficiency in their native language. Mrs. G. Ikonomou in cooperation with Mrs. Reyes, who is a Spanish speaker classroom teacher, administer the exam. Every spring, all the ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Based on their scores they either continue to receive ENL services or they test out, which means that they will receive support for two additional years. All teachers administering the HLIS and the necessary state assessments are licensed within the Department of Education .

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).

At P140K SIFE status is determined when the HLIS is completed . If there are indications that the student's schooling has been interrupted then an oral interview questionnaire is conducted and students who have home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish are administered the LENS. The assessment is administered by a licensed pedagogue within 30 days of enrollment.

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).

P140K is a K-8 school that serves only students with disabilities. The identification process with students with IEPs starts at the CSE level where the CSE members make necessary recommendations. The HLIS is either completed at the SCE or the school level. The recommendations are taken into consideration by the LPT members before they reach a decision about NYSITELL eligibility. The Language Proficiency Team members are: Vivian Smith (AP), Georgia Ikonomou (ENL Teacher), a special education classroom teacher, and the parent.

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.

Since P140K is a D75 school the entitlement letters, Parent Surveys and Program Selection forms are distributed at the CSE.

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).

Since P140K is a D75 school the right to appeal process is discussed at the CSE.

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.

Just before the newly admit ELLs are placed in the ESL program, the ESL teacher invites the parents and introduces the program choices by providing detailed information about each one. NYC DOE offers ELLs TBE, Dual Language, and Freestanding ESL.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Since P140K is a D75 school, based on current CSE recommendations P140K only provides ENL.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

In District 75, Parent Surveys and Program Selection forms are distributed at the CSE.

9. Describe how your school ensures that placement parent notification letters are distributed.

CSE decides as to where the identified ELL student will be placed. Parents receive information about the program in their language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The HLIS completed forms are placed in the students' cumulative files. Non-entitlement and entitlement letters are retained in school for 7 years.

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.

Every spring, just before the NYSESLAT administration period, a time schedule is developed to ensure proper administration of the assessment. P140K provides additional make-up dates. This way every student is given the opportunity to take every modality.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued entitlement and transitional support notification letters are distributed to parents in their preferred language of communication.

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).

P140K provides Freestanding ENL only. Those ELLs who are programmed for bilingual services have alternate placement paraprofessionals who assist them using the students' native language. The Alternate Placement paraprofessionals speak the students' native language and English.

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.

Since P140K is a District 75 school all decisions regarding the services provided to the students are based on the mandates indicated by CSE in conjunction with the parents. ENL classes are mostly 12:1:1 and always in alignment with the mandates stated on the IEPs. Instruction is delivered through Push-In and Pull-Out programs. The ELLs are grouped into homogeneous classes based on their grade level and level of language proficiency. Each ENL class consists of ELLs ranged within three grade levels. Both programs include 50 minute periods of instruction. During Pull-Out, the ENL teacher delivers the Stand-alone instruction to develop English language skills so that the students can succeed in core content courses. During Push-In, the ENL teacher delivers Integrated instruction to build English language skills through content area instruction.
 - b. TBE program. *If applicable.*

N/A
 - c. DL program. *If applicable.*

N/A
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)?

In P140K the mandated number of instructional minutes is provided as per CR Part 154-2. ELLs at the entering and emerging levels receive 180 minutes of Stand-alone ENL and 180 minutes of Integrated ENL/ELA. At the transitioning level, ELLs receive a total number of 180 minutes with a minimum number of 90 minutes of integrated ENL/ELA. At the expanding level, ELLs receive 180 minutes of integrated ENL/ELA or other content area. Finally, ELLs at the commanding level receive 90 minutes of integrated ENL/ELA or other content area. There is a common preparation time between the ENL teacher and the classroom teachers and collaborative lesson planning. The ENL teacher plans carefully to ensure curricular alignment.
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.

Students at P140K acquire the English language through intense instruction which focuses on all content areas. The ENL lessons designed are rigorous, focus on all subject areas and target content specific academic vocabulary. The language of instruction is English. In order to support the needs of our ELLs, the NYS certified ENL teacher follows the New York State ENL Standards aligned with the Common Core Standards and incorporates ENL strategies such as the Cognitive Academic Language Approach (CALLA), Total Physical Response (TPR), Language Experience Approach (LEA), Whole Language Approach, graphic organizers and multi-sensory approaches used in conjunction with augmentative communication devices and Meyer Johnson picture symbols. The ENL teacher also uses technology (computer and computer software) to provide students with additional instructional support (e.g. brainpopesl.com, edhelper.com, eslprintables.com, kizclub.com, and others. To enhance the ELLs' performance in the ESL class, small group instruction and scaffolding techniques are used for targeting ENL skills and content area skills in order for the students to meet their short-term objectives and long-term goals. Content area support is provided through the integrated model of instruction which is a co-teaching method. The ENL teacher and the classroom teacher provide instruction to ELL students in the areas of ELA, Math and Science. Planning and preparation for each lesson is done through common planning times.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs at P140K are K-8, most of who do not participate in state examinations due to their disabilities. As a result, they cannot take the state NLA tests. The ELLs are evaluated in their native languages through the support from Alternate Placement paraprofessionals who speak the students' native language and English, and the Bilingual psychologist.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELLs at P140K participate in formal assessments. State ELA, Math, Science and Social Studies as well as the NYSAA provide valuable data for reading and writing. P140K also uses ECLAS-2, EL SOL, Fountas and Pinnell, DRA, and TCRWP to assess literacy skills. In addition, the NYSESLAT provides data in all four modalities of English acquisition.
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

Instruction for SIFE students focuses on developing literacy skills. Although ENL classes are homogenous based on the students' mandated ratios, SIFE students are included in the beginning proficiency level. Differentiated instruction ensures student participation and therefore progress. Additional help by bilingual alternate placement paraprofessionals is provided. ENL instruction for Newcomers focuses on developing language skills and provides support to help ELLs integrate into the new environment and culture. Media centers for listening and viewing educational video-clips, cultural awareness through the arts and

interactive practice and games are some ways of assisting the newcomers. ELLs receiving more than 4 years of service are provided with language support and preparation for the state assessments. However, most of our ELLs, are required to take Alternate Assessments (NYSAA), due to their disabilities. Long-term ELLs receive additional support besides the mandated instructional minutes that they receive. After school programs, assistive communication devices, alternate placement paraprofessionals as well as Academic Intervention Programs are some ways of supporting the long-term ELLs. Although currently there are no former ELLs at P140K, support would be provided based on the State mandates. Title III programs as well as after school programs would be available to former ELLs. Former ELLs will receive 90 minutes of ENL services for 2 years after exiting ELL status.

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.

Within 6-12 months after the re-identification has been established the principal reviews the Re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent, and the student. If the principal believes that the student may have been adversely affected by the determination, then additional support services are provided as per CR Part 154-2.e

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?

Since P140K serves students with special needs, ENL instruction is differentiated to meet these needs. Strategies such as Total Physical Response (TPR), Language Experience Approach (LEA) as well as multi-sensory approaches are used. Apart from technology, use of smart boards and interactive software, ENL instruction is delivered through the use of a variety of materials to meet the students' needs. On Our Way to English, Reading A to Z and BrainPop are programs that provide materials content specific in ELA, Science, Math and Social Studies always aligned to the Common Core Standards. This way students have access to academic content areas. In addition, the ENL lessons are designed according to the NYSENL Standards and focus on Linguistic objectives which help students accelerate their English development. Augmentative Alternative Communication (AAC) devices, which provide visual supports, encourage interaction and increase motivation. Meyer Johnson picture symbols promote communication, which lead to learning. Age and grade level appropriate materials, in conjunction with materials specifically adapted to meet the ELLs' special needs, ensure progress in their language learning process. Those ELLs whose IEPs mandate bilingual instruction receive Freestanding ENL with the addition of Alternate Placement paraprofessionals who speak the students' native language and English.

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?

Technology is used systematically throughout instruction to ensure student participation and increase student motivation. Native language support is provided by the presence of bilingual paraprofessionals who offer individual assistance. In addition, differentiated instruction ensures IEP goals and English proficiency achievement are met. Lunch, assemblies, shared gym space and Inclusion programs are ways in which the school ensures that our students are spending time with their non-disabled peers.

Chart

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) | 2 units of study <i>per week</i> (360 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/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* |
| TOTAL | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL teacher | | INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(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. 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.

Chart

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 | STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL Teacher | | INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

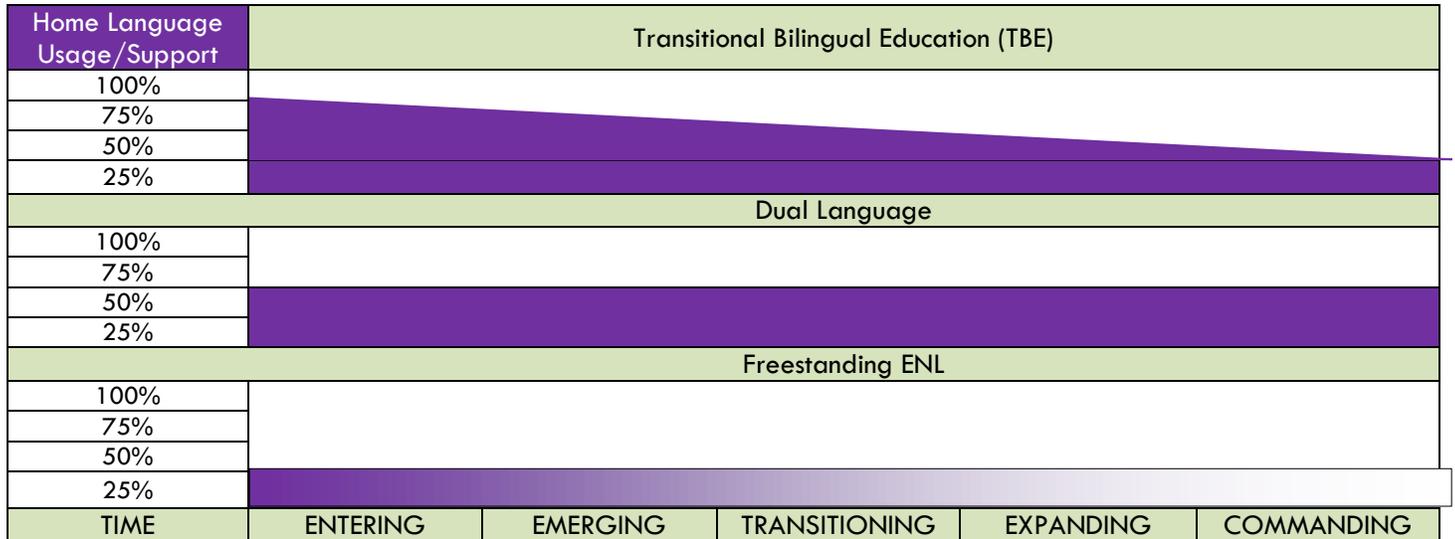


*Note “other approved services” does not apply to New York City at this time.

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.
P.140K offers several intervention programs for ELLs in ELA. Corrective Reading and Great Leaps are intervention programs targeting reading grades 3-8. Great Leaps is currently being used to support students in Mathematics. Reading Mastery is a K-2 reading intervention program. The services range from small group in Great Leaps to one to one in Corrective Reading. All reading intervention programs gear towards students with reading levels below their grade levels. The language in which they are offered is English. Native Language support is offered to students who need it through Alternate Placement paraprofessionals who speak the students' native language and English. Native language support is provided throughout all mentioned intervention programs by the alternate placement paraprofessionals. For the students in Alternate Assessment, the teachers are using SMILE as the intervention. P.140K has a teacher that is Wilson trained and works with the students on improving their decoding and fluency skills. Teachers are required during their professional periods to do one on one sessions to provide support in the areas of Math, Social Studies and Science.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As of now our Freestanding ENL program meets the needs of our ELLs in all content areas. At the same time it fosters language development because as literacy develops all 4 competencies are supported. ESL instruction provides language support in all content areas, ELA, Math, Science, Social Studies etc. The NYSESLAT results every year provide the necessary data that proves the effectiveness of the program. All classroom teachers at P140K are aware of the LEP students in their classes. Therefore, the necessary differentiation during instruction is provided.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year Reading Mastery for grades K-5 will be considered. This Intervention Program will target reading for alternate assessment students.
13. What programs/services for ELLs will be discontinued and why?
Since all the intervention programs are new their effectiveness will be determined once there are results from the current services. None of the programs for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
At P140K all students have access to every available program. Apart from the Intervention Programs, ELLs participate in PBIS as well as clubs and the after school programs which provide physical education services. ELLs that accumulate PBIS points have the opportunity to participate in educational clubs (technology, movies, games, work study) that are offered every Friday during school hours. All ELLs participate in the Intervention Programs because it is part of their weekly instructional plan.
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.
P140K uses New York State Math Curriculum Modules for alternate assessment students grades K-8. Math In Focus is used with standardized assessment grades K-8.
For ELA, Journeys (K-2), Expeditionary Learning (3-5), Readers Journeys (6-8), and On Our Way to English are used along with a variety of educational websites, which provide additional materials to support ELLs, such as eslprintables.com, kizclub.com, brainpopesl.com as well as various apps available. In addition, Bilingual Glossaries and Dictionaries are used for native language support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At P140K native language support is delivered through the use of native language resources as well as the presence of alternate placement bilingual paraprofessionals, who speak the students' native language and English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
P140K uses a variety of resources to support ELLs in all subject areas. Freestanding ENL instruction is not only driven based on the data collected, but also on the curriculum developed for each grade level. Therefore, the resources used are carefully selected and always age and grade level appropriate. Text adaptations are very often performed in order to meet the special needs of our students.

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).

At P140K newly enrolled ELL students are offered orientation sessions both before the beginning of the school year and during the school year. In addition, summer school offers new Ls a great opportunity to integrate within the school environment.

19. What language electives are offered to ELLs?

At present, P140K does not offer any language electives

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, P140K only features Freestanding ENL program.

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.)

All teachers at P140K are required to attend 4 professional development courses a year. District 75 offers professional development courses which focus on the needs of the ELLs and their disabilities. All teachers of ELLs are strongly encouraged to participate in the Jose P. training programs offered throughout the year. There are frequent reminders of the dates for the 10 hour program. The professional development plan for teachers is they have to attend a minimum of 2 pd's for the school year and reciprocal teach the information to their colleagues at their CTTM's or common planning times.

The following is a list of Professional developments that the staff is attending:

| | | |
|-----------------------------|--|------------------------------------|
| Georgia Ikonomou | ELL Compliance Professional Learning Institute: Session 1 - ELL Identification, NYSITELL, ATS Reports | 09/10/2015 |
| Georgia Ikonomou | ELL Compliance Professional Learning Institute: Session 2 - LAP, LTI, District-based ELL Compliance Binder Documents, Title III. | 09/11/2015 |
| VIVIAN SMITH | SANDI New Administrator Training | 09/21/2015 |
| DORA ARROYO | SANDI New Teacher Training | 09/22/2015 |
| Christina Incontro | 3 Day Functional Behavior Assessment Workshop | 09/11/2015, 09/16/2015, 09/25/2015 |
| sharlene isaac-dahnir | CCLS Foundational Fridays - Learning to Read- Foundational Skills | 09/25/2015 |
| JOSANNE DAVIS | ABLLS-R | 09/28/2015 |
| Maureen Ferrara Facilitator | ABLLS-R | 09/28/2015 |
| REBECCA MORALES | Smart Board Basics | 09/28/2015 |
| Tanya Tuff | ABLLS-R | 09/28/2015 |
| BARBARA HEADLEY | Attainment Elementary Curriculum Training for New Teachers | 09/29/2015 |
| DEBRA WILSON | Attainment Elementary Curriculum Training for New Teachers | 09/29/2015 |
| Lizbeth Garcia | Assessment of Language and Learning Skills-Revised (ABLLS-R) | 09/29/2015 |
| MARIE FLORIVAL | Assessment of Language and Learning Skills-Revised (ABLLS-R) | 09/29/2015 |
| MICHELLE ANGER | Assessment of Language and Learning Skills-Revised (ABLLS-R) | 09/29/2015 |
| SAMANTHA SOTO | Assessment of Language and Learning Skills-Revised (ABLLS-R) | 09/29/2015 |
| sharlene isaac-dahnir | Attainment Elementary Curriculum Training for New Teachers | 09/29/2015 |
| VIVIAN SMITH | Assessment of Language and Learning Skills-Revised (ABLLS-R) | 09/29/2015 |
| MICHELLE ANGER | Attainment Elementary Curriculum Training for New Teachers | 09/30/2015 |
| SAMANTHA SOTO | Attainment Elementary Curriculum Training for New Teachers | 09/30/2015 |
| DEBRA WILSON | Attainment Secondary Curriculum Training for New Teachers | 10/01/2015 |
| DEBRA WILSON | Attainment Secondary Curriculum Training for New Teachers | 10/02/2015 |
| MICHELLE ANGER | TCI - Developmental Disabilities | 10/02/2015 |
| OLAWUNMI ANINYE | Attainment Secondary Curriculum Training for New Teachers | 10/02/2015 |
| SAMANTHA SOTO | TCI - Developmental Disabilities | 10/02/2015 |
| Georgia Miller | SMILE DAY ONE | 10/08/2015 |
| Hannah Gold | SMILE DAY ONE | 10/08/2015 |
| Jessica Schweiger | SMILE DAY ONE | 10/08/2015 |
| Maureen Ferrara Facilitator | SMILE DAY ONE | 10/08/2015 |
| OLAWUNMI ANINYE | Using the Smart Board with the Alternate Learner | 10/08/2015 |
| Regine Dorsainvil | SMILE DAY ONE | 10/08/2015 |
| SAMANTHA SOTO | SMILE DAY ONE | 10/08/2015 |
| KARREEN SIMPSON | The Use of Calculators in MS and HS | 10/09/2015 |
| Maureen Ferrara Facilitator | NYSAA Administration Training | 10/09/2015 |
| MIGUELINA REYES | The Use of Calculators in MS and HS | 10/09/2015 |
| OLAYINKA DARE | The Use of Calculators in MS and HS | 10/09/2015 |
| REBECCA MORALES | The Use of Calculators in MS and HS | 10/09/2015 |
| Maureen Ferrara Facilitator | Annual Goal Writing for IEPs | 10/13/2015 |
| Celina Haile | Nuts & Bolts of Running Records | 10/14/2015 |
| Gabriella Seeliger | Nuts & Bolts of Running Records | 10/14/2015 |
| Joan Joseph | Technology Liaison Meeting | 10/14/2015 |
| Maureen Ferrara Facilitator | FAST New Coach Training | 10/16/2015 |
| Rose Silne Toussaint | CCLS Foundational Fridays - Learning to Read- Foundational Skills | 10/16/2015 |
| AGNES ABANG | Hands-on Geometry | 10/19/2015 |
| Gabriella Seeliger | Hands-on Geometry | 10/19/2015 |

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| MIGUELINA REYES | Hands-on Geometry | 10/19/2015 | |
| OLAWUNMI ANINYE | Hands-on Geometry | 10/19/2015 | |
| OLAYINKA DARE | Hands-on Geometry | 10/19/2015 | |
| REBECCA MORALES | Hands-on Geometry | 10/19/2015 | |
| Bernadeth Yenko | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| Dasha Hill | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| DORA ARROYO | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| Evette Montgomery | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| Georgia Miller | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| Jennifer Gammello | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| Jessica Schweiger | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| josh carlock | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| Maureen Ferrara Facilitator | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| Meg Mbanefo | Exploring the Universe | 10/20/2015 | |
| REBECCA MORALES | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| Robert Martini | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| Tanya Tuff | TCIS - Therapeutic Crisis Intervention for Schools | | 09/18/2015, 09/29/2015, 10/06/2015, 10/20/2015 |
| Celeste McGuire | Alternative is the New Normal | 10/23/2015 | |
| Maureen Ferrara Facilitator | An Overview of the IEP Writing Process in SESIS | | 10/22/2015, 10/23/2015 |
| BARBARA HEADLEY | Hands-on Ratios and Proportions | 10/26/2015 | |
| DEBORAH MC KAY | Hands-on Ratios and Proportions | 10/26/2015 | |
| DEBRA WILSON | Hands-on Ratios and Proportions | 10/26/2015 | |
| MIGUELINA REYES | Hands-on Ratios and Proportions | 10/26/2015 | |
| REBECCA MORALES | Hands-on Ratios and Proportions | 10/26/2015 | |
| Chad Berry | TCI - Conflict Resolution | 10/27/2015 | |
| Edward Volpe | TCI - Conflict Resolution | 10/27/2015 | |
| KARREEN SIMPSON | Utilizing the Social Studies Frameworks, Scope & Sequence to Maximize Content Learning | 10/28/2015 | |
| MIGUELINA REYES | Utilizing the Social Studies Frameworks, Scope & Sequence to Maximize Content Learning | 10/28/2015 | |
| OLAWUNMI ANINYE | Best Practices for Supporting Students with Complex Communication & Social Needs- Section 1 | 10/28/2015 | |
| OLAYINKA DARE | Utilizing the Social Studies Frameworks, Scope & Sequence to Maximize Content Learning | 10/28/2015 | |
| valerie shell | Best Practices for Supporting Students with Complex Communication & Social Needs- Section 1 | 10/28/2015 | |
| MARIE FLORIVAL | Best Practices for Supporting Students with Complex Communication & Social Needs- Section 2 | 10/29/2015 | |
| Meg Mbanefo | Life at the Limits: Stories of Amazing Species | 10/29/2015 | |
| MITCHEL COHN | Life at the Limits: Stories of Amazing Species | 10/29/2015 | |
| SAMANTHA SOTO | Best Practices for Supporting Students with Complex Communication & Social Needs- Section 2 | 10/29/2015 | |
| BARBARA HEADLEY | SMiLE DAY ONE | 11/02/2015 | |
| Aja Aaron | Concrete Problem Solving | 11/04/2015 | |
| Michael McDonald | Speech Sound Disorders (2nd year therapists) | | 11/04/2015 |

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|---|---|------------------------------------|------------------------|
| VERONICA CELLA | Concrete Problem Solving | 11/04/2015 | |
| Celeste McGuire | Prentke-Romich: LAMP Words for Life App Training | | 11/05/2015 |
| Lizbeth Garcia | Developmentally Appropriate Practice for Early Learners | | 10/15/2015, 11/06/2015 |
| sharlene isaac-dahnir | Finalized is Not the End | 11/06/2015 | |
| OLAWUNMI ANINYE | Rethinking Our Approaches to Comprehension: Moving from Surface Level Reading to Deep Structure Reading | 11/09/2015 | |
| Ullas Puthan | Creating a PLoP that is Aligned and Relevant | | 11/10/2015 |
| Maureen Ferrara Facilitator | SMILE DAY TWO | 11/16/2015 | |
| Edward Volpe | TCI - Developmental Disabilities | 11/17/2015 | |
| Christina Incontro | Assessment Driven Counseling | 10/28/2015, 11/18/2015 | |
| Delores Davis | ABA-VB Cohort 1 | 11/12/2015, 11/13/2015, 11/18/2015 | |
| Heather Henschke | ABA-VB Cohort 1 | 11/12/2015, 11/13/2015, 11/18/2015 | |
| Jessica Schweiger | Digital Storytelling with the iPad | 11/18/2015 | |
| Joan Joseph | Technology Liaison Meeting - November | 11/19/2015 | |
| Meg Mbanefo | Weather and Climate | 11/19/2015 | |
| Rose Silne Toussaint | Weather and Climate | 11/19/2015 | |
| A SCHLOSSBERG | Alternative is the New Normal | 11/20/2015 | |
| Heather Henschke | Structured Teaching PreK/Elem Cohort 1 | 11/19/2015, 11/20/2015 | |
| Paula Cook | Alternative is the New Normal | 11/20/2015 | |
| SADE DAVIDSON | Alternative is the New Normal | 11/20/2015 | |
| sharlene isaac-dahnir | CCLS Foundational Fridays- Learning to Read - Foundational Skills | | 11/20/2015 |
| DEBRA WILSON | Teaching Social Studies Through Children's Literature. | 11/23/2015 | |
| Gabriella Seeliger | Teaching Social Studies Through Children's Literature. | 11/23/2015 | |
| Maureen Ferrara Facilitator | Creating a PLoP that is Aligned and Relevant | 11/23/2015 | |
| MIGUELINA REYES | Teaching Social Studies Through Children's Literature. | 11/23/2015 | |
| REBECCA MORALES | Smart board for Math and Science | 11/23/2015 | |
| Michael McDonald (2nd year therapists) | Teaching Language through Books: Alignment to the Common Core -Alternate Assessment Students | 11/24/2015 | |
| CHRISTOPHER BOBO | Game-Based Learning in STEM | 11/02/2015, 11/30/2015 | |
| Meg Mbanefo | Game-Based Learning in STEM | 11/02/2015, 11/30/2015 | |
| MITCHEL COHN | Game-Based Learning in STEM | 11/02/2015, 11/30/2015 | |
| Janine Horowitz | Attainment Elementary Curriculum Training - "Next Steps" | 12/01/2015 | |
| sharlene isaac-dahnir | Attainment Elementary Curriculum Training - "Next Steps" | 12/02/2015 | |
| BARBARA HEADLEY | Attainment Secondary Curriculum Training - "Next Steps" | 12/03/2015 | |
| AGNES ABANG | Attainment Secondary Curriculum Training - "Next Steps" | 12/04/2015 | |
| OLAWUNMI ANINYE | Attainment Secondary Curriculum Training - "Next Steps" | 12/04/2015 | |
| Aja Aaron | Who is Aunt Sally? PEMDAS Revisited | 12/09/2015 | |
| MARIE FLORIVAL | SMILE DAY ONE | 12/09/2015 | |
| REBECCA MORALES | Who is Aunt Sally? PEMDAS Revisited | 12/09/2015 | |
| A SCHLOSSBERG | Is Your Classroom as Dynamic as the rest of the World - UDL | 12/11/2015 | |
| Lizbeth Garcia | Is Your Classroom as Dynamic as the rest of the World - UDL | 12/11/2015 | |
| SADE DAVIDSON | Is Your Classroom as Dynamic as the rest of the World - UDL | 12/11/2015 | |
| Cynthia Tucker | Excel & Root Cause Analysis to Move Assessment Analysis to the Next Level | 12/14/2015 | |
| KARREEN SIMPSON | Using DBQ's in the Social Studies Classroom | 12/14/2015 | |
| MIGUELINA REYES | Using DBQ's in the Social Studies Classroom | 12/14/2015 | |
| VIVIAN SMITH | Excel & Root Cause Analysis to Move Assessment Analysis to the Next Level | 12/14/2015 | |
| Joan Joseph | Technology Liaison Meeting | 12/16/2015 | |
| Aja Aaron | Structured Teaching MS/HS Cohort 1 | 12/16/2015, 12/17/2015 | |
| Hannah Gold | Integrating iPads | 12/17/2015 | |
| Ullas Puthan | Annual Goal Writing for IEPs | 12/21/2015 | |
| CHRISTOPHER BOBO | Shocking Attractions | 12/22/2015 | |
| Meg Mbanefo | Shocking Attractions | 12/22/2015 | |
| MITCHEL COHN | Shocking Attractions | 12/22/2015 | |
| Celina Haile | Robotics in the Classroom | 01/06/2016 | |
| Meg Mbanefo | Robotics in the Classroom | 01/06/2016 | |
| Maureen Ferrara Facilitator | SANDI/FAST Data Training | 01/11/2016 | |
| SHELLEY CAESAR | SMILE DAY TWO | 01/11/2016 | |

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|------------------------|---|------------------------------------|
| OLAWUNMI ANINYE | SANDI/FAST Data Training | 01/12/2016 |
| Aja Aaron | No More Pizza! Fraction Fluency | 01/13/2016 |
| CHRISTOPHER BOBO | 3D Design and Printing | 01/13/2016 |
| JOSANNE DAVIS | EASE Level II (Group A) | 11/16/2015, 01/13/2016 |
| Meg Mbanefo | 3D Design and Printing | 01/13/2016 |
| MIGUELINA REYES | No More Pizza! Fraction Fluency | 01/13/2016 |
| REBECCA MORALES | No More Pizza! Fraction Fluency | 01/13/2016 |
| Rose Silne Toussaint | EASE Level II (Group A) | 11/16/2015, 01/13/2016 |
| Cynthia Tucker | Testing Accommodations and Protocols | 01/14/2016 |
| AGNES ABANG | SANDI/FAST Data Training | 01/15/2016 |
| Hannah Gold | Microsoft Office and Project-Based Learning | 01/15/2016 |
| Joan Joseph | Technology Liaison Meeting - January | 01/19/2016 |
| Celeste McGuire Staff. | Interactive Training/Experience for Preparing Assistive Technology Evaluations with School Staff. | 01/22/2016 |
| Regine Dorsainvil | IEP Writing for Occupational and Physical Therapists | 01/25/2016 |
| Ullas Puthan | IEP Writing for Occupational and Physical Therapists | 01/25/2016 |
| DEBORAH MC KAY | STEAM in the City: Bridges and Tunnels | 01/26/2016 |
| Althea Thompson | Rethinking Our Approaches to Comprehension: Moving from Surface Level Reading to Deep Structure Reading | 01/27/2016 |
| KARREEN SIMPSON | Rethinking Our Approaches to Comprehension: Moving from Surface Level Reading to Deep Structure Reading | 01/27/2016 |
| Michael McDonald | Therapeutic Approach to Sensory Based Limited Diets- Section 2 | 01/20/2016, 01/27/2016 |
| MIGUELINA REYES | Rethinking Our Approaches to Comprehension: Moving from Surface Level Reading to Deep Structure Reading | 01/27/2016 |
| OLAYINKA DARE | Rethinking Our Approaches to Comprehension: Moving from Surface Level Reading to Deep Structure Reading | 01/27/2016 |
| Celina Haile | Behavior Management | 01/28/2016 |
| Heather Henschke | Structured Teaching PreK/Elem Cohort 2 | 01/28/2016, 01/29/2016 |
| OLAYINKA DARE | iPad Basics | 01/29/2016 |
| OLAYINKA DARE | Having Fun with Social Studies; Using Reader's Theater to Enhance Student's Understanding of Historical Content | 01/29/2016 |
| Rose Silne Toussaint | Having Fun with Social Studies; Using Reader's Theater to Enhance Student's Understanding of Historical Content | 01/29/2016 |
| VIVIAN SMITH | Structured Teaching PreK/Elem Cohort 2 | 01/28/2016, 01/29/2016 |
| AGNES ABANG | Math for Alternate Assessment | 02/01/2016 |
| SAMANTHA SOTO | Math for Alternate Assessment | 02/01/2016 |
| sharlene isaac-dahnir | Math for Alternate Assessment | 02/01/2016 |
| DORA ARROYO | Attainment Elementary Curriculum Training - "Next Steps" | 02/02/2016 |
| Christina Incontro | Autism Seminar | 12/15/2015, 02/04/2016 |
| Michael McDonald | EASE Level I (Group A) | 10/01/2015, 12/02/2015, 02/04/2016 |
| Delores Davis | Developmentally Appropriate Practice for Early Learners | 01/26/2016, 02/05/2016 |
| Joan Joseph | Technology Liaison Meeting | 02/05/2016 |
| valerie shell | Developmentally Appropriate Practice for Early Learners | 01/26/2016, 02/05/2016 |
| OLAWUNMI ANINYE | Annual Goal Writing for IEPs | 02/10/2016 |
| OLAYINKA DARE | Annual Goal Writing for IEPs | 02/10/2016 |
| A SCHLOSSBERG | Smart board for Art Instruction | 02/11/2016 |
| Heather Henschke | TCI - Conflict Resolution | 02/23/2016 |
| VERONICA CELLA | Smart Board for Literacy and Social Studies | 02/25/2016 |
| Chad Berry | TCI - Post Crisis Response | 02/25/2016, 02/26/2016 |
| Edward Volpe | TCI - Post Crisis Response | 02/25/2016, 02/26/2016 |
| Heather Henschke | TCI - Post Crisis Response | 02/25/2016, 02/26/2016 |
| Meg Mbanefo | Project Learning Tree | 02/26/2016 |
| KARREEN SIMPSON | Finalized is Not the End | 02/29/2016 |
| MICHELLE ANGER | Kitchen Math | 03/02/2016 |
| DEBORAH MC KAY | Creating a PLoP that is Aligned and Relevant | 03/08/2016 |
| Celeste McGuire | Language Acquisition Through Motor Planning (LAMP) Seminar with John Halloran Section | |

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|---|------------|------------------------|---|
| 1 | 03/09/2016 | OLAWUNMI ANINYE | Language Acquisition Through Motor Planning (LAMP) Seminar with John Halloran Section |
| 1 | 03/09/2016 | Celeste McGuire | Language Acquisition Through Motor Planning (LAMP) Seminar with John Halloran Section |
| 2 | 03/10/2016 | Delores Davis | Suicide Prevention 03/10/2016 |
| | | Aja Aaron | Multimedia in the Math Classroom 01/21/2016, 03/11/2016 |
| | | MIGUELINA REYES | CCLS Foundational Fridays - Learning to Read - Foundational Skills 03/11/2016 |
| | | Rose Silne Toussaint | Multimedia in the Math Classroom 01/21/2016, 03/11/2016 |
| | | A SCHLOSSBERG | Arts on CArts 10/29/2015, 03/15/2016 |
| | | DORA ARROYO | Joint Action Routines (JARs) for Classroom Teams 01/13/2016, 03/16/2016 |
| | | Joan Joseph | Technology Liaison Meeting 03/16/2016 |
| | | MITCHEL COHN | Project WILD 03/21/2016 |
| | | DEBORAH MC KAY | The IEP and Specially Designed Instruction 03/22/2016 |
| | | OLAWUNMI ANINYE | iMovie Institute 01/12/2016, 02/23/2016, 03/29/2016 |
| | | Ullas Puthan | Therapeutic Approach to Sensory Based Limited Diets- Section 3 03/23/2016, 03/30/2016 |
| | | Delores Davis | Respect for All 03/31/2016 |
| | | Celina Haile | Let's Play With Math! Developing Early Number Sense 03/17/2016, 04/01/2016 |
| | | SHELLEY CAESAR | Let's Play With Math! Developing Early Number Sense 03/17/2016, 04/01/2016 |
| | | Meg Mbanefo | Project WET 04/18/2016 |
| | | MITCHEL COHN | Project WET 04/18/2016 |
| | | Carole Dussek | TCIS - Therapeutic Crisis Intervention for Schools 04/01/2016, 04/08/2016, 04/12/2016, 04/19/2016 |
| | | Delores Davis | Behavior Management for Paraprofessionals 04/21/2016 |
| | | Dianna Atwell-Beaugene | Behavior Management for Paraprofessionals 04/21/2016 |

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?

In house professional development focuses on developing rigorous lessons and instruction aligned to the Common Core Learning Standards using the UDL framework in order to meet the students' individual needs. The topics of the academic year for P140K professional development will be determined based on the existing needs of the staff. All teachers register to attend professional developments that are aligned to the curriculums/ programs used to instruct the students. All curriculums used are aligned to the common core.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

P.140K classroom as well as cluster teachers work closely with the ENL teacher to assist ELLs as they transition from one grade to the next and from elementary to middle school. Additional tutoring is provided by classroom and/or cluster teachers to those ELLs who need academic support transitioning to the next level. RTI services are also available. In addition, guidance counselors offer psychological support and advice in order to address social issues and ensure a smooth transition.

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.

At P140K, 15% of the required professional development provided to all teachers will be ELL-specified. Co-teaching best practices and integrating language and content instruction for ELLs will be some of the topics. In addition, ENL teachers will receive a minimum of 50% of their professional development in ELL-specific topics.

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?

In addition to parent-teacher conferences and initial parent orientation, P140K will provide annual individual meetings with the parents or guardians of ELLs once a year with the ENL teacher to discuss the ELL's language development progress, English language proficiency assessment results and language development needs. Interpreting/ translating services will be provided according to the parents' needs.

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.

The annual individual meetings with ELL parents will be scheduled based on the ELL and the ELL parents' needs. There will be in person meetings as well as phone calls and/or letters. Attendance records as well as special logs will be kept to record parent outreach.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

At P140K the role of the parent coordinator is very important. It mainly involves parent outreach, providing resources to the families depending on their needs such as home attendant, and conducting workshops. Some workshops are : What is an IEP? and Why are Related Services important?. Family engagement is also provided through special events such as weekend fairs. P140K offers special orientation sessions at the beginning of the school year where parents are informed of the various activities scheduled for the year. For the parents of ELLs there are interpreters who provide translating services. Parent meetings, parent-teacher conferences as well as assemblies are some of the activities. In addition, P140K offers parents a variety of workshops every year in order to inform them of aspects of their children's education and requirements. Some of the subjects include IEPs, related services, busing etc. .

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

P140K partners with agencies to provide workshops to parents. Agencies such as Include NYC, SCO and Community Counseling and Mediation are some of which provide valuable workshops to parents. Some of the parent involvement activities include Meet and Greet and Thanksgiving Luncheon. Bilingual staff members as well as the Translation and Interpretation Unit provide translation and interpretation services to ELL parents in Spanish, Arabic, Bengali and Haitian.

5. How do you evaluate the needs of the parents?

The needs of the parents are identified and evaluated through school-based surveys at the beginning of the school year. The parent coordinator provides parents with resources and workshops. In addition, the parent coordinator's role also includes parent outreach and intervention programs for students.

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

Translating services are always provided to parents of ELLs. Based on the data collected from the school-based surveys and the needs of the parents P140K determines the activities and workshops that will take place throughout the year.

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: P.140K**School DBN: 75K140**

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) |
|-----------------|---|-----------|-----------------|
| Roderick Palton | Principal | | 9/15/15 |
| Vivian Smith | Assistant Principal | | 9/15/15 |
| Rumi Biswas | Parent Coordinator | | 9/15/15 |
| Georgia Ikonou | ENL/Bilingual Teacher | | 9/15/15 |
| Carol Ann Gould | Parent | | 9/15/15 |
| M. Reyes | Teacher/Subject Area | | 9/15/15 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Robert Martini | School Counselor | | 9/15/15 |
| | Superintendent | | 9/15/15 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| Cynthia Tucker | Other <u>Testing Coordinator</u> | | 9/15/15 |
| Kerry Owens | Other <u>Speech Therapist</u> | | 9/15/15 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75K140** School Name: **P140**
Superintendent: **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.learnndoe.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.

P140K determines its language translation and interpretation needs by using the data gathered when parents complete the Home Language Identification Survey, every time a new student is enrolled in the public school system for the first time. Additional data is gathered by the ATS reports using the home language information. Emergency cards are also used to gather information about preferred languages spoken at home. Direct contact with the parents and legal guardians through an interview, help provide evaluation and assessment of the school-language needs.

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.

Translation is available to parents in their native languages. Presently, the largest number of Non-English speaking parents speak: Spanish (23), Bengali (4), Haitian Creole (3), and Arabic (3). Twenty parents require written translation while thirteen require both written translation and oral interpretation. Classroom teachers and support staff, along with the School-Based Support Team, are all aware of the English Language Learners' language needs.

Part B: Creating a Communications Calendar

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.)

In September, we distribute to the families a yearly calendar detailing holidays and program events. Teachers and related service providers send home introductory letters introducing staff. During the school year, operational correspondence is sent home which includes: IEP Conference letters, Parent-Teacher Conference (four times yearly), New York State testing dates, after-school programs and monthly newsletters and calendar which includes monthly school-wide assemblies and scheduled trips.

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.

Face-to-face meetings include: introductory back-to-school night, parent-teacher conferences, IEP conferences, monthly parent meetings conducted by the parent coordinator, special events (holiday performances, spring performances and graduation). Informal interactions occurred on Tuesday afternoons to discuss student academic and behavioral progress. Guidance counselors, school psychologists, speech providers, occupational and physical therapists communicated with parents using in-school translators and the Translation and Interpretation Unit of The Department of Education.

Part C: Providing Language Assistance Services

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.

The English as a New Language teacher furnish a list of non-english speaking students and their preferred home languages. A list of in-house school staff that speaks the students preferred language is posted to assist with translation/written needs. Additionally, the school utilizes the Translation and Interpretation Unit to communicate with parents in the written form.

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.

P.140K uses both in-house staff to provide over-the-phone/ oral interpretation, as well as the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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.)

In September a memo is distributed to staff with the contact information for the Translation and Interpretation Unit as well as a list of staff that can assist with language translation needs.

Part E: Providing Notice of Language Assistance Services

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

P.140K will fulfill Section VI of Chancellor's Regulation A- 663 by translating all notices, memos, and any documents for parents in their native language. As a result, P140K translates documents in Spanish, Haitian-Creole, Bengali, and Arabic.

Part F: Monitoring and Quality Control

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

P.140K utilizes the parent survey for feedback and effectiveness of communicating with parents in their native language.