



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P226M

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75M226

PRINCIPAL: RACHELLE KLAINBERG - IA **EMAIL:** RKLAINB@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Rachelle Klainberg	*Principal or Designee	
Adriana Garcia	*UFT Chapter Chairperson or Designee	
Anna Blanchette	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Vitalia Rivera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gaku Takanashi	Member/Parent	
Angela Donadelle	Member/Parent	
Morahina Rodriguez	Member/Parent	
Jazmin Alvarado	Member/Parent	
Loretta Zammit	Member/Parent	
Edward Louie	Member/Parent	

Wilma Fisher	Member/Staff	
Jamie Jara	Member/Staff	
Tamara Gavin	Member/Staff	
Jessica Santiago	Member/Staff	
Vanessa McMullin	Member/Staff	
Tiffany Tate	Member/Staff	
Debra Mastriano	Member/Fiscal Liason/A.P.	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

ELA

By June 2012, students will demonstrate increased proficiency in writing skills, evidenced by analysis of student work samples as measured by growth of skills within the Developmental Writing Continuum at baseline, midpoint, and endpoint.

Comprehensive needs assessment

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

While we have shown progress in our English Language Arts assessment results over the course of the past school year, the School Leadership Team and the P226M community feel that this instructional area is continuously evolving. Recognizing that reading and writing skill development go hand-in-hand, we need to further build on our demonstrated gains in reading skills (as demonstrated by student data on the Diagnostic Reading Assessment – DRA) through a focus on writing skills in accordance with the City-Wide Expectations by building the volume and quality of students’ written responses to informational text across subject areas.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Strategies	Target Population	Staff Members	Implementation Timeline
After participation in trainings on the Developmental Writing Continuum and administering DRA, Words Their Way, Brigance Inventory, E-CLAS, and/or ABLLS-R, teachers will assess all students in their classes to establish baseline data on writing proficiency.	Teachers Paraprofessionals	Teachers Assistant Principals Principal	September 2011
Writing proficiency and instructional needs will be identified and charted according to assessment outcomes.	Teachers Paraprofessionals Students	Teachers Assistant Principals Principal	September - October 2011
Teachers will develop writing goals and group students for instruction based on the assessment data.	Teachers Paraprofessionals	Teachers, Assistant Principals Principal	September –October 2011
School staff will participate in Common Core	Teachers	Teachers	October 2011 – June 2012

Learning Standards based training in writing strategies including journal writing and response to informational text.	Paraprofessionals Related Service Providers School Based Coach	Principal Assistant Principal	
Beginning in October 2011, at least 20 % of teachers will attend ELA professional development trainings offered by District 75 as per school-wide needs assessment and teacher request, in order to turn-key information gained at their home sites.	Teachers	Teachers Assistant Principals	October 2011-June 2012
Beginning in September 2011, 100% of classroom teachers will participate in ongoing school- based professional development in Common Core Learning Standards based writing strategies including journal writing and response to informational text, using Danielson’s Frameworks to promote effective teaching practices.	Teachers	Teachers Assistant Principals	September 2011 - June 2012
Beginning in October 2011, all students will participate in weekly journal writing and response to informational text aligned to the Common Core Learning Standards in ELA.	Teachers Paraprofessionals Students	Teachers	October 2011 – June 2012
Using the Developmental Writing Continuum, midpoint benchmark data will be collected for all students to record and monitor student progress.	Teachers Paraprofessionals Students	Teachers Assistant Principals	February 2012
All staff will observe students as they engage in writing activities to record data, evaluate progress and adjust instruction.	Teachers Paraprofessionals Students	Teachers Assistant Principals	September 2011 – June 2012
Summative data using the Developmental Writing Continuum will be collected on all students to evaluate results and gains.	Teachers Paraprofessionals Students	Teachers Assistant Principals	June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent involvement in the educational process through review of assessment data, development of students’ IEP writing goals, and ongoing portfolio review
-Daily homework assignments in literacy and writing to bridge the home-school connection
-Ongoing distribution of flyers and information related to literacy-based parent trainings both within and outside of P226M
-Literacy-based suggestions and strategies for the home in the P226M Times and monthly classroom newsletters

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

-District 75 Professional Development opportunities in writing and literacy for teachers and service providers are distributed, reviewed, and pinpointed for specific staff in September and throughout the school year. A PD calendar is maintained to track professional development workshops attended.

-Teachers engage in bi-weekly Teacher Team Meetings to review student work in relation to the Common Core Learning Standards and determine next instructional steps

-Teachers meet with P226M administrators, independently or in teams, for pinpointed professional development in assessed areas of need throughout the school year

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Programs and Collaborations to enhance student writing and literacy development include Arts Horizon artists-in-residence, professional development and student programming through the Jewish Museum, MOMA, and the Metropolitan Museum of Art, and participation in the Very Special Arts Festival

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Tax levy General Supplies and State Standards allocations for curricular resources

-NYSTL technology software funding

-NYSTL textbook and library funding

-Core Curriculum textbook and curricular resource allocations

-Per diem substitute teacher allocations for professional development coverage

-Citywide Expectation funding allocations for staff per session time to enhance school-based inquiry work

-Common preps scheduled to maximize learning community meetings.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

MATH

By June 2012, students will improve their ability to solve real-world mathematical problems, as evidenced through an increase in at least 2 skills across related domain areas as measured through the Everyday Math and ECAM assessments at baseline and endpoint.

Comprehensive needs assessment

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

In Math, students assessed using the Everyday Math and ECAM assessments made gains across domain areas far exceeding the 5% gain identified in our 2010-11 CEP goal. We plan to further build student Math skills through problem solving, as per the City-Wide Expectations, with an emphasis on functional problems encountered in real-world situations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Strategies	Target Population	Staff Members	Implementation Timeline
Staff will participate in professional development on administering the Everyday Math, and/or E-Cam assessment.	Teachers Paraprofessionals	Teachers Paraprofessionals Assistant Principals School Coach Math consultant	September 2011
Staff will complete the gathering of baseline data utilizing at least one of the assessments above.	Teachers Paraprofessionals	Teachers Assistant Principals	September 2011
Analysis of baseline math data across strands will be completed to group students according to skill levels.	Teachers Paraprofessionals	Teachers Assistant Principals	September-October 2011
School staff will participate in Common Core Learning Standards based Math trainings focusing on math strategies to foster the implementation of Everyday Math curriculum and strategies in their classrooms, with an emphasis on building models to solve real-world Math problems, in accordance with Danielson’s Framework for Teacher Effectiveness	Teachers Paraprofessionals	Teachers Assistant Principals Math consultant	October 2011 – June 2012
Teachers will attend Professional Development workshops in Mathematical Problem Solving offered by District 75.	Teachers Assistant Principals	Teachers Assistant Principals Principal School Coach	September 2011 - June 2012
Assessment data, including student work samples	Teachers	Teachers	September 2011 -

and data collection sheets, will be reviewed by administrators, the school coach, Math consultant, and teachers during professional learning community meetings	Assistant Principals	Assistant Principals School coach Math consultant	June 2012
Ongoing IEP data collection will be reviewed and analyzed to drive adjustments to instruction and provide staff development to teachers in need of improvement.	Teachers Assistant Principals Principal	Teachers Assistant Principals Principal School coach Math consultant	December 2011 - June 2012
Interim and benchmark data collection and analysis will be completed to determine acquisition of math problem solving skills, progress towards mastery of IEP goals, and necessary staff development to support teachers in need of improvement.	Teachers Paraprofessionals Students	Teachers Assistant Principals Principal School coach Math consultant	November 2011 -June 2012
Summative data analysis will indicate that at least 80% of students participating in non standardized assessments have acquired new skills demonstrating at least a 5% increase in math strands related to problem solving as measured from pretest to benchmark and post test data from Everyday Math and/or Ecam assessments.	Teachers Paraprofessionals Students	Teachers Assistant Principals Principal	June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

-Parent involvement in the educational process through review of assessment data, development of students' IEP math goals, and ongoing portfolio review

-Daily homework assignments in math to bridge the home-school connection

-Math-based suggestions and strategies for the home in the P226M Times and monthly classroom newsletters

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

-District 75 Professional Development opportunities in math for teachers are distributed, reviewed, and pinpointed for specific staff in September and throughout the school year. A PD calendar is maintained to track professional development workshops attended.

-Teachers engage in bi-weekly Teacher Team Meetings to review student work in relation to the Common Core Learning Standards and determine next instructional steps

-An F-status Math Coach meets with P226M staff at specified sites twice monthly to provide professional development, feedback, and suggested instructional

strategies

-Teachers meet with P226M administrators, independently or in teams, for pinpointed professional development in assessed areas of need throughout the school year

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students practice functional math skills through visits to NYC Science and Art museums, community-based neighborhood walks and experiences, and local vocational training opportunities through organizations such as the New York University Glass Garden, Recreation Center 54, Goodwill Industries, Housing Works, and Charles Schurz Park.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Tax levy General Supplies and State Standards allocations

-NYSTL textbook funding

-Core Curriculum textbook/resource material allocations

-Per diem substitute teacher allocations for professional development coverage

-Instructional funding for hiring of F-status Math Consultant (two days per month)

-Citywide Expectation funding allocations for staff per session time to enhance school-based inquiry work

-Common preps scheduled to maximize learning community meetings

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

POSITIVE BEHAVIOR SUPPORTS

By June 2012, P226M students (grades Pre-K-12) will demonstrate a 5% increase in the frequency of pro-social behaviors, as evidenced by formative, mid-year and summative data collection on target behaviors and mastery of related IEP objectives.

Comprehensive needs assessment

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

Using a combination of behavioral and social skills programs, we have seen significant student gains in social development across P226M sites. We plan to further develop out students' positive behavioral competencies through pairing behavior intervention planning with positive social strategies and the reinforcement of replacement behaviors to help students to meet social skill-based IEP goals.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies	Target Population	Staff Members	Implementation Timeline
Staff will participate in professional development to implement the P226M CHAMPs protocols and/or Emotional Literacy Strategies across classrooms	Teachers Paraprofessional Related Service Providers	Assistant Principals Principal Related Service Providers	September 2011
Classroom teams will identify pro-social behavior for each student to increase over the course of the school year.	Students	Teachers Paraprofessionals	October-November 2011
Frequency data will be collected to determine baseline data for these behaviors.	Students	Teachers Paraprofessionals Related Service Providers	November 2011

Family workshops in using Positive Behavior Supports and/or Emotional Literacy protocols will be held across P226M sites	Families Students	Teachers Related Service Providers Assistant Principals Principal Coordinator Family Worker	October 2011-June 2012
IEP goals focusing on social skills/pro-social behaviors will be identified and implemented for each P226M student	Teachers Paraprofessionals Students Related Service Providers Families	Teachers Paraprofessionals Related Service Providers	November 2011
Progress on IEP goals focusing on social skills/pro-social behavior will be monitored and updated four times during the school year	Students	Teachers Paraprofessionals Related Service Providers	November 2011-June 2012
Behavior Support Plans, Functional Behavior Assessments, and/or Behavior Intervention Plans will be generated for students with additional needs for behavior support	Teachers Paraprofessionals Students Related Service Providers Families	Teachers Paraprofessionals Related Service Providers	November 2011-June 2012
Mid-point frequency data will be collected and analyzed to determine efficacy of positive behavior support protocols in place, and needs for revisions	Students	Teachers Paraprofessionals Related Service Providers Principal Assistant Principals	February 2012
Summative data collection will indicate that 80% of students have demonstrated an increase of at least 5% in the frequency of targeted social skill/pro-social behaviors	Students	Teachers Paraprofessionals Related Service Providers Principal Assistant Principals	June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent involvement in the educational process through review of assessment data, development of students' IEP social skill goals, and ongoing progress review
- Parent training opportunities within and outside of P226M related to positive behavior supports, social skill development, and Joint Action (JARS) routines.
- Social Skill suggestions and strategies for the home in the P226M Times and monthly classroom newsletters

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- District 75 training opportunities through the Office of Positive Behavior Supports and Office of Autism in behavior intervention strategies, TCI, social skills, and communication systems
- Professional training in Emotional Literacy and Michelle Dunn's Social Skills in our Schools curriculum
- Ongoing school-based professional development and staff support from a District 75 Office of Positive Behavior Supports Coach

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Dr. Michelle Dunn's Social Skills in Our Schools curriculum is utilized to support direct social skill instruction and peer support programming
- Emotional Literacy methodologies are used to chart moods and help students develop self-modulation strategies
- Best Buddies programming allows students to learn from and interact with their same-age general education peers in a variety of social venues

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Common planning time for Behavior Plan meetings, learning communities, and professional development workshops
- Per diem substitute teacher/paraprofessional allocations for professional development coverage
- Tax Levy General Supplies funding for purchasing of curricular resources
- Tax Levy General Equipment funding for needed sensory materials
- Code 689 Professional Service funding for professional presentations/trainings

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

STUDENT SELF-ADVOCACY

By June 2012, students (ages 14-21) will demonstrate self-advocacy skills evidenced by completion of a visual presentation as part of their participation in their annual IEP meeting.

Comprehensive needs assessment

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

As we strive to support student independence through the building of self-reflection skills, we have seen significant progress in students' generation of written responses related to work they have completed. We plan to move forward in building self-advocacy skills by involving students ages 14-21 in planning and/or taking part in their IEP meetings.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Strategies	Target Population	Staff Members	Implementation Timeline
Staff will participate in professional development in teaching student self-advocacy skills related to participating in their own IEP meetings through Valerie Paradiz's Integrated Self Advocacy (ISA) Curricular resources.	Teachers Paraprofessionals	Principal Assistant Principals Teachers Paraprofessionals	September-November 2011
Classroom teachers and teams will conduct an interest inventory with students and their families to determine students' personal interests and needs.	Students Families	Teachers Paraprofessionals Related Service Providers	September-November 2011
Classroom teams will use an ISA template or teacher-created resource to help students represent their interests and needs (using words and/or images) in the development of a visual and/or	Teachers Paraprofessionals Students Families	Teachers Paraprofessionals School Psychologist Related Service	October 2011– June 2012

verbal presentation (powerpoint presentation, photo/picture/written display, etc.) to be presented at their IEP meeting		Providers	
Ongoing learning communities will identify best practices, share successful outcomes, and strategize to develop differentiated templates to support students' ability to self-advocate for their wants and needs.	Assistant Principals Teachers Students	Principal Assistant Principals Teachers	October 2011 – June 2012
Documentation of student self-advocacy related to their IEP profile will be included in P226M student portfolios.	Teachers Students	Teachers Paraprofessionals	November 2011 – June 2012
Classroom walk-throughs will demonstrate evidence of student self advocacy through classroom instruction, student work samples, and/or bulletin board displays.	Principal Assistant Principals Teachers Students	Principal Assistant Principals Teachers	November 2011 – June 2012
IEP meeting sign-in sheets and/or students' visual ISA presentations will demonstrate at least 70% of P226M students ages 14-21 participating in their IEP meetings.	Students Families	Principal Assistant Principals Teachers School Psychologist Related Service Providers	November 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent involvement in the educational process through participation in students' IEP meeting and related goal-setting
 -Parent training opportunities within and outside of P226M related to student self-advocacy and the IEP document

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrator-led training for P226M teachers of students age 14-21 in the Integrated Self-Advocacy protocols for student participation in their IEP process
 -November 8th Election Day school-wide professional development session with guest facilitator Valerie Paradiz, author of the Integrated Self-advocacy Curriculum
 --Ongoing school-based professional development and staff support related to student participation in the IEP process

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

-Student self-advocacy training through participation in support groups facilitated by GRASP, the Global and Regional Aspergers Syndrome Partnership

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Common planning time for Learning Communities and ISA workshops

-Per diem substitute teacher/paraprofessional allocations for professional development coverage

-Tax Levy General Supplies funding for purchasing of curricular resources

-Professional service funding for consultation with Valerie Paradiz, author of the Integrated Self-advocacy Curriculum

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

PARENT INVOLVEMENT

By June 2012, there will be a 10% increase in the frequency of outreach opportunities for parental involvement in trainings and workshops related to student goal setting, skill acquisition, and transition development, as evidenced through event calendars to parents, workshop flyers, sign-in sheets, and parent feedback, including the Learning Environment Survey.

Comprehensive needs assessment

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

Results of our 2010-11 Learning Environment Survey indicate that parents continue to feel strongly about strengthening involvement in their children's school. We have seen success in the past year in increased participation at hands-on parent workshops and school-wide events, and plan to further increase the frequency and range of options of trainings and events available to parents in the upcoming year to continue to encourage their active involvement.

Strategies	Target Population	Staff Members	Implementation Timeline
Gather input from parents through parent surveys articulating areas of personal interest and preferred time of day for workshops	P226M families	Parent Coordinator Family Worker Pedagogical staff	September – November 2011
Collaborate with SLT members to develop new topics of interest for interactive parent workshops	SLT members P226M families	Parent Coordinator Family Worker Pedagogical staff	September - November 2011
Catalogue quantity and types of parent workshops offered during 2010 –11 school year in order to increase both the number and variety of workshops offered.	Parents	School Leadership Team Administrators Parent Coordinator Family Worker	September – November 2011
Provide relevant parent education workshops each month on topics such as Related Service strategies, Positive Behavior Supports, communication systems, and Core Content subject areas to support students' academic, physical, and social-emotional achievement.	P226M families	Parent Coordinator Family Worker Pedagogical staff	October 2011 – June 2012

Provide hands-on workshops where parents can practice interactive skills to readily transfer into the home	P226M families	Parent Coordinator Family Worker Pedagogical staff	October 2011 – June 2012
Provide translation services for parent events as needed, to facilitate the participation of non-English speaking parents	P226M families	Parent Coordinator Family Worker	October 2011 – June 2012
Compare fall 2010 Parent Workshop attendance rosters to 2011 rosters to measure progress and monitor strategies	Parents	School Leadership Team Administrators Parent Coordinator Family Worker	December 2011
Compare 2010-11 winter Parent Workshop attendance rosters with 2011-12 rosters to assess outcomes.	Parents	School Leadership Team Administrators Parent Coordinator Family Worker	March 2012

Compare 2010-11 spring Parent Workshop attendance rosters with 2011-12 rosters to assess outcomes.	Parents	School Leadership Team Administrators Parent Coordinator Family Worker	June 2012
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Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

-Teachers and related service providers will facilitate site-based parent workshops in areas of instructional expertise
 -Teachers and instructional staff will participate in peer-facilitated parent workshops in areas of interest and assessed need

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Partnerships with local agencies, including YAI, AHRC, Community Resources, and Goodwill Industries, to provide parent training and resources

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Tax Levy allocations to fund translation services
- Title III funds to support provisions for parent workshops
- - -SLT remuneration funds to support active parent involvement within the P226M community

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	2	2	2	2	2			
7	3	3	3	3	3			
8	6	6	6	6	6			
9								
10	1	1	1	1	1			
11	4	4	4	4	4			
12	26	26	26	26	26			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing literacy-based remediation based on DRA Assessment to establish reading groups, District 75 Literacy Units of Study, (Reading and Writing), Words Their Way, Test- Taking Strategies (Acuity, Scantron Performance Series), Regents Prep Materials (practice tests, Teacher-Created Materials)</p> <p>Alternate Assessment: Skill-streamed instruction to address academic skills alongside peers with similar needs through the use of the Alternate Grade Level Indicators, Authentic Texts, Acuity Item Bank, GED Prep , Teacher-Created Materials, JARS, Social Skills/Dr. Michelle Dunn Curriculum, Reading A-Z, Words Their Way, Student Interest Surveys</p>
Mathematics	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing math-based remediation and test-taking skills (Acuity Item Bank, Scantron Performance Series, Regents prep materials, practice tests, Everyday Math, High School Math curriculum resources in computation/calculation, geometry, algebra, and measurement, teacher-created materials)</p> <p>Alternate Assessment: Skill-streamed instruction to address academic skills alongside peers with similar needs through the use of the Alternate Grade Level Indicators, JARS, GED prep exercises, Acuity Item Bank, and Teacher-Created Materials</p>
Science	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing Science grade level Core Curriculum skills and test-taking strategies (Living Environment Regents prep materials, practice tests, Chemistry, Physics and Biology texts/ study materials, teacher-created materials)</p> <p>Alternate Assessment: Departmentalized instruction (address grade-level science topics through the use of the Alternate Grade Level Indicators), JARS, GED Prep Exercises, and Teacher-Created Materials</p>
Social Studies	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing Social Studies Grade Level Core Curriculum skills and test-taking strategies (American and Global History Regents prep materials, practice tests, teacher-created materials), with links to the District 75 Literacy Units of Study (Reading and Writing)</p> <p>Alternate Assessment: Classroom-based group instruction (addressing grade-level social studies topics through the use of the Alternate Grade Level Indicators), GED Prep, teacher-created materials, Words Their Way, JARS, Social Skills/Dr. Michelle Dunn Curriculum</p>
At-risk Services provided by the Guidance Counselor	<p>General counseling related to strategies for school success (social skills, study habits, time management), GED programs, post-secondary options</p>

At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent Association as trained volunteers and welcomed members of our school community. Our school will support parents and families of P226M students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with P226M parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's programs. This information will be maintained by the school.

To increase and improve parent involvement and school quality, our school will:

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that all funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team and the Parent Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule parent meetings, e.g., quarterly meetings, with flexible times, 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;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on our School Leadership Teams and Parent Association
- providing ongoing Parent Resources such as articles, training/program opportunities, and instructional materials for parents;
- encouraging parents, grandparents, and guardians to visit the school for site-based special events and activities
- 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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of the students of P226M agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging parent meetings at flexible times and providing public transportation reimbursement
- 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 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 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 participate in their child's educational program, 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;

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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Gary Hecht/S. McCaskill	District 75	Borough Manhattan	School Number 226
School Name P226M			

B. Language Allocation Policy Team Composition [?](#)

Principal Rachelle Klainberg - IA	Assistant Principal Inmaculada Jardi
Coach Paula Beldengreen	Coach
ESL Teacher Joan Craffey, Eduardo Tario	Guidance Counselor Adriana Garcia
Teacher/Subject Area Anna Biondo	Parent Anna Blanchette
Teacher/Subject Area	Parent Coordinator Dahyana Francis
Related Service Provider Michelle Lerner	Other
Network Leader Stephanie McCaskill	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	43
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	298	Total Number of ELLs	59	ELLs as share of total student population (%)	19.80%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

Most the students at P226M are classified as having autism and they are placed in a student-to-staff ratio of 6:1:1. 4 classrooms have students classified with Mental Retardation and Emotional Disturbances and are in classes with a student-to-staff ratio of a 12:1:1.

ELL students are being identified using the Home Language Identification Survey (HLIS) resulting from English not being the language spoken at home. If students HLIS is not completed by the CSE, it is completed by the school. The Site Coordinator, who is licensed

with a special education license, invites the parents of newcomers to the unit, then interviews them using the HLIS . If translation is needed, the Parent Coordinator or a staff member that speaks the parent's native language will be present during the interview to translate. For those students whose results on the HLIS suggest that a Revised Language Assessment Battery- Revised (LAB-R) should have been administered and was not, arrangements are made for a LAB-R to be administered by the ESL teacher within ten days of admission. For those Spanish speaking students, the Spanish LAB would also be administered by our Spanish Speaking ESL teacher. The answer documents are sent to the District to ensure official scanning. Once the students have been identified as ELLs, they are eligible to take the NYSESLAT. We utilize the ATS report RLER-LAB-R to identify students eligible for LAB-R testing and the ATS report RLER- LAT to identify students eligible for the NYSESLAT. During NYSESLAT administration a schedule is prepared in collaboration with the ESL teachers to ensure that all 4 modalities are administed to all ELLs.

Options for special education English Language Learners are discussed with parents during the Educational Planning Conference at the CSE level and at triennial conferences with the SBST. Placement decisions are made at this level during the conferences with the parents. At P226M, parents again receive this information from the school's Parent Coordinator, school leadership team meetings, semi-annual site parent meetings, school newsletters and parent-teacher conferences. In addition, this information is available in the P226M Parent Handbook. Our school also offers parents on-going information in their home language and trainings on different aspects of their children's education such as effective parent participation in school activities, home activities to support learning, assessments, standards and achievement of goals. We also encourage parents of ELLs to attend conferences sponsored by agencies such as YAI.

Students placement is decided at the CSE in conjunction with the parents and then written in the IEP. P226M ELLs participated in the NYSAA and the NYSESLAT. During the 2010-11 school year, we did not have bilingual classes. During this 2011-12 school year, we have no bilingual classes, as well.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	7	4	1	2	5	7	5	5	3		4	14	59
Total	2	7	4	1	2	5	7	5	5	3	0	4	14	59

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	59
SIFE	6	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	24

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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	25	2	25	10	0	10	24	3	24	59
Total	25	2	25	10	0	10	24	3	24	59

Number of ELLs in a TBE program who are in alternate placement: 27

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	7	4	1	2	5	7	3	5	3		3	12	54
Chinese													1	1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1	1	2
TOTAL	2	7	4	1	2	5	7	5	5	3	0	4	14	59

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our ESL providers utilize numerous ESL approaches. The Language Experience Approach, and such strategies as modeling, text re-presentation, and bridging what the student knows with what they do not know. We utilize a Balanced Literacy approach to achieve a higher level of academic skill acquisition. We use language building exercises to promote vocabulary development and comprehension. We create and use communication boards and utilize devices to facilitate social communication. We also differentiate instruction following the N.Y. State Standards and Common Core Learning Standards to address the individualized needs of every learner. Generally, our K-8 students receive full CR Part 154 mandated minutes for ESL services at the beginner level (360 minutes), as well as a minimum of one 45-minute period daily of the interventions described below, imparted by special education classroom teachers, who have received Jose P. Training. Our high school students receive 500 minutes of ESL, as well as the interventions described below for a minimum of one 50-minute period daily by special education classroom teachers, who have received Jose P. Training. The analysis and utilization of student performance data is used to improve instructional practices and outcomes. We utilize a variety of curricula to address the different needs of our students, including the District 75 ELA Units of Study, EveryDay Math, the Core Curriculum for Social Studies and Science, Words Their Way, Writing Without Tears and the Diagnostic Reading Assessment (DRA). We also use The Unique Learning System Curriculum for our students ages 18-21. We address the social skills of our students by implementing the Social Skills In Our Schools Curriculum by Dr. Michelle Dunn, the P226M Universal Positive Support Protocols (CHAMPs), and Emotional Literacy. Teacher dialogues with parents and guardians include a discussion of students' native language literacy levels. This information strongly influences English Language Arts curriculum design and individualized language-development strategies. Most members of the P226M teaching staff have participated in the mandated 10 hours of Jose P. ESL staff development.

For those bilingual students placed in monolingual classrooms an alternate placement paraprofessional who speak the native language of the student.

There are 7 students receiving extension of services. These are students who have been receiving services for more than three years, but less than 6 years. We continue providing the ESL services as per their IEP and in accordance with their proficiency levels indicated on the NYSESLAT.

Students who have received ESL instruction for 6 years or more receive additional support in various areas including job sites, ADL and community based instruction. For these students, the emphasis of instruction has shifted from classwork to community-based learning, to prepare student for their post-secondary transitions.

A. Programming and Scheduling Information

P226M makes a strong effort to stay in close contact with all ELL parents. We inform parents of their child’s eligibility for ELL services. We provide them with school notices and informational materials translated in their native language. Our Parent Coordinator works closely with ELL supervisors, staff, and families to provide additional support and information.

Presently we have 2 ELL newcomers. The school plan for new ELL entrants to the English Language School System includes providing a nurturing environment to facilitate language production by providing an experienced special education teacher and alternate placement paraprofessional that are familiar with bilingual and ESL techniques. If it is possible, we also group students that share the same first language. This facilitates communication among students and facilitates adaptation to the school system. Strategies and instruction are focused around providing students to access to classroom instruction related to grade level standards, with adaptations as needed. Instructional materials include Core Curriculum resources in ELA, Math, Science, and Social Studies, Mayor-Johnson visual supports, technology devices for mandated students, and leveled libraries. Most materials presented in English, translated with the support of the alternate placement paraprofessionals who speak their assigned students' native language.

Presently, we have six SIFE students. These students receive instruction in English through ESL methodologies by special education teachers.

For ESL instruction, we use both a push-in and a pull-out model. Using the push-in model, the ESL teacher and the classroom teacher collaborate on adaptations for the student during whole class instruction. In this model, the ESL teacher spends blocks of time in the classroom with their student and his/her classmates. As the classroom teacher is instructing the full class, the ESL teacher is specifically targeting the goals of the ESL students. Both teachers plan collaboratively to provide the appropriate instruction for the ESL students.

In the pull-out model, the student is removed from class and works individually with the ESL teacher. The work done during these sessions typically targets the specific needs of the students in a certain subject area. It is always connected to the work they are doing in their regular classroom and it is used as a time of intensive practice or skill development. This pull-out model is only used with students who are able to generalize and apply the information they are learning in one-on-one sessions back in the classroom.

In response to the State Citation, all students are being served as per their IEPs. All ELLs are administered the NYSESLAT.

Courses Taught in Languages Other than English ⓘ

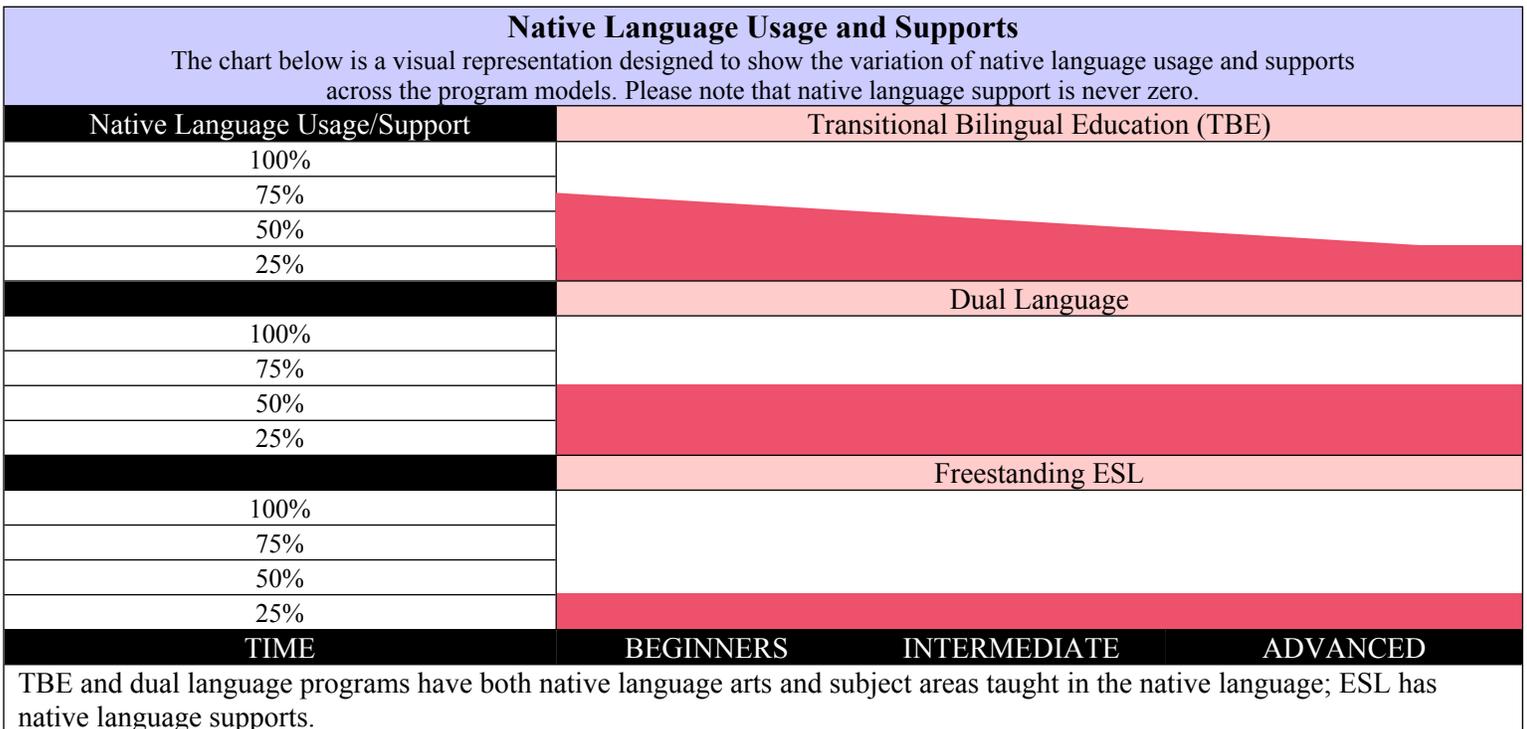
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Common planning times are scheduled to optimize instruction in order to foster language acquisition. During the instruction of ELA, the collaboration between the special education teacher and the ESL provider is very important. They work as a team and they provide the appropriate instruction for the ESL students. During team meetings, the teacher, paraprofessionals, related service providers and ESL teacher discuss strategies to optimize instruction for the ELL student; they develop cross curricular IEP goals. For high school students, transition is considered a primary focus. The team collaborates in the creation of the ESL techniques that will be incorporated during instructional periods to maximize English language acquisition for ELLs

Technology supports, such as Boardmaker and digital cameras, are integrated into ESL and the content areas. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. The classroom library includes a variety of books at all levels reflecting the backgrounds, needs and strengths of ELLs. A Balanced Literacy approach and the Everyday Math curriculum are followed in the elementary grades. "Words their Way", "Writing Without Tears", "Foundations" and "Meville to Weville" are other curricula utilized. Additionally, in the high school grades we utilize Unique Learning System and components of the Syracuse Curriculum which are specifically designed to address the very special needs of our transitioning ELL students. Content area instruction follows the Common Core Learning Standards. Functionally based instruction is provided across the curriculum in order to foster generalization of skills and increase independence levels. Additional ESL support is provided in areas including job sites, ADL and community-based instruction. Materials from FOSS and Harcourt are used in our hands-on science program. Community-based experiences, field trips, and Adaptive Physical Education complete the program for our ELL students.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

P. 226M will provide a variety of opportunities for teachers to master the teaching strategies, curriculum practices and behavioral approaches which address the particular needs of our ELL students. P226M provides ongoing professional development to all staff

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P. 226M will provide a variety of opportunities for teachers to master the teaching strategies, curriculum practices and behavioral approaches which address the particular needs of our ELL students. P226M provides ongoing professional development to all staff including those teachers and paraprofessionals with ELL students in their classrooms. Due to the needs of our students with autism, English Language Acquisition methodologies are used throughout the curriculum. Professional Development is provided to staff in differentiated instruction and goal setting to promote student learning according to the needs of all students, including the ELLs. In addition all of our students receive Speech and Language Services. The therapists work closely with and train pedagogical staff. The primary purpose of this instruction is to promote English language communication skills for all students including those who are ELLs.

Administration also provides Professional Development addressing the needs and topics of ELL students. For example, strategies that support English Language Learners have included professional development on Methodologies for Language Acquisition and Language Instruction, Standards Based Instruction and Assessment, Emergent Literacy, Reading Readiness and Writing Procedures, and IEP Writing Techniques. In addition, ESL staff provides specific training to classroom teachers about pertinent topics, strategies, and materials for ESL instruction. They also provide support to paraprofessionals on ESL techniques through their classroom “push in” model.

Collaboration between the school and the district-based ELL support coach has been established. Teachers and paraprofessionals serving ELLs are supported through the coaching services provided by the district’s instructional coach. The coach visits the school several times a year and trains staff on ESL techniques.

The Language Allocation Policy (LAP) was collaboratively developed with the administration and ESL staff. It is then explained and distributed to teachers who have ELL students in their classrooms.

Portfolios completed by classroom teachers, Speech and Language providers, and ESL teachers demonstrate English Language acquisition and development of communication skills. Each portfolio compiled by ESL teachers is organized to specifically address the needs of ELLs and their IEP goals.

In addition, we provide staff support by encouraging attendance at district, city and state wide seminars focusing on the education of ELLs with severe disabilities. Members of our teaching staff have participated in the mandated 10 hours of Jose P. ESL staff development.

E. Parental Involvement

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

Parental involvement is a key component of our school, including parents of ELLs. A variety of events are held throughout the school year to promote parental involvement. We hold parent teacher conferences twice a year. During this time the parents have the opportunity to visit their child’s classroom and meet with the teachers, including ESL teacher. In addition we hold parent meetings twice a year, in the fall and spring. These meetings are geared towards the specific issues and needs of the parents, including the needs of our ELLs parents. Aside from these individual meetings there are many other opportunities for parental involvement: Parent Association events, School Leadership team, Art Shows, the annual Spring Fling. DOE translation services and funding are utilized to translate school-specific written material into the home language of our families, to provide them with full access to all school publications and information sources.

In addition to Educational Planning Conferences and Triennial Conferences at P226M, parents, again, receive the options for Special Education English Language Learners from the school’s Parent Coordinator, School Leadership Team meetings, semi-annual site parent meetings, school newsletters and parent-teacher conferences. This information is also available in the P226M Parent Handbook. Our school also offers parents on-going information in their home language and trainings on different aspects of their child’s education, such as effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals. Our Parent Coordinator works to partner families with agencies and organizations to support the specific needs of their children. We also

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P226M makes a strong effort to stay in close contact with all ELL parents. We inform parents of their child's eligibility for ELL services. We provide them with school notices and informational materials translated in their native language. Our Parent Coordinator works closely with ELL supervisors, staff, and families to provide additional support and information.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	2	1	1	2	3	6	5		1	2	9	33
Intermediate(I)														0
Advanced (A)														0
Total	0	1	2	1	1	2	3	6	5	0	1	2	9	33

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	38		38	
NYSAA Mathematics	38		38	
NYSAA Social Studies	5		5	
NYSAA Science	21		21	

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Most of our English Language Learners take the New York State Alternate Assessment (NYSAA) and participate in the ongoing P226M portfolio assessment. As a result, new assessment-based tasks are always being developed. These tasks are designed collaboratively by the special education teachers, related service providers, and the ESL teachers. No ESL students participated in Regents Examinations during the 2010-11 school year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rachelle Klainberg	Principal		1/1/01
Imma Jardi	Assistant Principal		1/1/01
Dahyana Francis	Parent Coordinator		1/1/01
Eduardo Tario	ESL Teacher		1/1/01
Anna Blanchette	Parent		1/1/01
Ana Biondo	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Paula Beldengreen	Coach		1/1/01
	Coach		1/1/01
Adriana Garcia	Guidance Counselor		1/1/01
Stephanie McCaskill	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **75M226** School Name: **P226M**

Cluster: **District 75** Network: **2**

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

Part A: Needs Assessment Findings

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

In order to assess our school's written translation and oral interpretation needs we will:

- a. Survey all parents regarding language needs as per the Home Language Survey completed within the first 10 days of students' admission to the Department of Education
- b. Document the different languages spoken by parents as per ATS as each student is admitted to P226M
- c. Teacher review of Student Profile and Summary Page in SESIS prior to each IEP review

Our Parent Coordinator has outreach to families regarding their need for language assistance to communicate effectively in relation to all Department of Education matters. In addition, the Alternate Placement paraprofessionals assigned to support students assist with needed translation of materials, notices, information, etc. to families. The Department of Education translation services are utilized as needed to further support parents' language interpretation needs.

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

The summary of findings of our school's written translation and oral interpretation needs show that of our 58 English Language Learner parents, 54 speak Spanish. We also have one parent who speaks Chinese, a parent of two students who speaks Hebrew, and two parents who speak French. The findings are reported to the school community through School Leadership Team Meetings, our Parent Handbook, and parent newsletters. Additionally, the Parent Coordinator has organized events for parents where information about the school and other related issues were relayed. We plan to include such information on the P226M web site.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

P226M will continue to use the translation services and materials provided by the Department of Education. Parents will be provided with information regarding due process rights, school events, and school and DOE policies in their native language in the event that English is not their preferred language. School staff will provide translation services as needed for school documents, notices, and information.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services for parents who attend parent-teacher conferences and parent meetings will continue to be provided in-house by the Parent Coordinator, Assistant Principal, and other staff members. When required, contracted services will be secured to assure that oral interpretation needs are being met.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In accordance with Section VII of Chancellor's Regulations A-663, the school will provide all written DOE materials, including parent resources and letters from the Chancellor and Superintendent in the native languages of parents. We will utilize the Translation Interpretation Unit's services as well as our in-house bilingual staff to assure that parent needs are met. The school will use our Parent Handbook, school newsletter, and website to inform parents of their rights regarding translation and interpretation services in covered languages, and instructions on how to obtain them.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P226M	DBN: 75M226
Cluster Leader: Gary Hecht	Network Leader: Stephanie McCaskill
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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 checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 12 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The P226M Title III Plan for English Language Learners (ELL) is a comprehensive plan that adheres to the NYCDOE guidelines for Title III. The majority of the students receiving ELL services at P226M are students with severe disabilities who require specific strategies and individualization techniques to address their specific needs, including the use of a communication systems and direct social skill instruction, while building their levels of independence. In order to reach many of our students, we utilize a number of creative approaches in embedding ESL strategies in music, the arts, culinary arts, dance/movement, and technology, in order to extend the ELL students' literacy skills. This multi-faceted approach will be the basis of the P226M Title III Plan.

The supplemental instructional services provided through Title III will serve ELL students whose age levels range in age from 5 to 10, and their grades range from Kindergarten to fifth. We will divide them into two groups. Each group will have a ratio of 6:1:1. The first group will have the students from K to second grade. The second group will have from third grade to fifth grade. The proposed after-school program will run for two hours.

During the first hour, the younger group (grades K -2) will be provided with services by an artist from Arts Horizon, in collaboration with an ESL teacher. The focus of the Title III program will be on language development in English and Fine Arts. They will make a different piece of abstract art each session and discover various styles of contemporary art. Students will make sculptures, paintings, installations, costumes and will also use poetry to create art. Students' work will be displayed in the school, creating their very own Abstract Art Museum. ESL strategies will be utilized throughout the lessons. Many of our students are non-verbal or have severe language delays, and require specialized systems to support their communication. ELL students succeed when instruction is focused on communication (Krashen, 2006). The representative from Arts Horizon will use language-based instruction to develop students' vocabulary and expressive language skills as the art project is planned and executed. Arts Horizons states that "The arts are important in themselves and they help students learn other subjects. An important series of research papers has recently been commissioned by the Arts Education Partnership and the President's Committee on the Arts and Humanities. Champions of Change: The Impact of the Arts on Learning provides compelling evidence that students can attain higher levels of achievement through their engagement with the arts. The studies, which may be found at the Kennedy Center's Arts Edge, point out that the arts reach students who are not being reached, nurture "the development of cognitive, social and personal competencies," challenge successful students, and "level the playing field for youngsters from disadvantaged circumstances." The leading educational researchers discovered that "the arts provided a reason, and sometimes the only reason, for being engaged with school" and give examples of classroom failures who "became the high-achievers in arts learning settings."

Part B: Direct Instruction Supplemental Program Information

In the second hour of the Title III program, a computer teacher will work with the younger group to build students' language skills through writing activities using the computers. our students find in the computers a strong motivator to write. Materials from Words Their Way and Ablenet will be used as a resource to support instruction. We will run the 2-hour after-school classes on Thursdays over the course of 15 weeks, at one of our elementary sites. The sessions will run from 3:00PM to 5:00PM. The two groups will switch sessions. All of the instructional activities will complement ESL services required under CR Part 154.

P226M will use a number of assessment tools in order to determine the success/impact of the support provided as a result of the Title III program. The Brigance Inventory, NYSAA, pre-post tests, rubrics, and teacher-created tests will be used. Bulletin boards will display the art activities the students completed during this after school program.

Part C: Professional Development

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

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

Begin description here: We plan to provide high quality professional development on ways to enhance literacy skills and art for ELL students. Teachers, paraprofessionals, and administrators in the Title III program will participate in two sessions, two hours each of professional development activities facilitated by Arts Horizon. These sessions will occur after school hours and they are linked to the art projects that the students are doing during the classroom sessions. This PD entails scheduled visits to the Metropolitan Museum of Art to study the paintings and the artists reviewed during the sessions with the students. In addition to these two, 2-hour PD sessions, Professional Development for the Title III staff is ongoing, as Arts Horizon facilitates the Title III instructional program with the students and the staff. The two PD sessions at the Metropolitan Museum of art will take place on January 13th and January 20th from 3:30-5:30 p.m.

Staff will also be provided with current articles ranging in topics from autism to best practices for teaching ELL with special needs, to add to their personal professional development.

Part D: Parental Engagement Activities

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: Title III-related information distributed to parents of ELLs is translated by bilingual staff members. Once translated, information is both mailed and sent home in students' backpacks. In addition, our parent coordinator makes follow up phone calls to all parents whose children are eligible for these services.

Workshop sessions are provided to parents during the afterschool program by our Parent Coordinator, Dahyanna Francis, and ESL teacher, Joan Craffey. Ms Craffey will provide direct training to parents in the classroom during the sessions of the Title III after school program to help them create a consistent approach by using ESL strategies at home and school. In this way, parents can practice with their children in English and their native language. Parents can come to stay and work with Ms Craffey and their child during any of the sessions during the Title III program. In addition, during three sessions, Ms. Francis, our parent coordinator, will inform parents of the different agencies and resources outside of the DOE. Agency Representatives will be invited to the afterschool from "Community Resources and Services for Children". This agency is a non profit organization, and they will inform parents of the different programs they have available to support the ESL students, programs such as: Non Medicaid Case Management, in home respite, after school recreation programs, Summer Camps, Medical Benefits, Guardianship, and Behavior Modification. The workshop sessions with Ms Francis will run during the 2-hour Title III sessions on Thursday over the course of three weeks. The dates are February 16th, March 1st and March 8th.

In addition to these three workshops, specifically created for parents, they are also cordially invited to attend each of the other (twelve) Title III sessions as mentioned above.

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 	(Professional Salaries (instructional/sect.))	2 Teachers x 15 sessions x 2 hours per session x 49.89 = \$2,993.4 1 Administrator x 15 sessions x 2

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.
	<p>Total = \$6,421.46</p> <p>Professional Development</p> <p>Total = \$839.80</p> <p>Total Professional Salaries: \$7,261.26</p>	<p>hours per session x 52.21 = \$1,566.3</p> <p>2 Paras x 15 sessions x 2 hours per session x \$28.98 = \$1,738.80</p> <p>1 Secretary x 4 hours x 30.74 per hour = \$ 122.96</p> <p>2 Teachers x 2 sessions x 2 hours x \$49.89 = \$399.12</p> <p>1 Administrator x 2 sessions x 2 hours x \$52.21 = \$208.84</p> <p>2 Paraprofessionals x 2 sessions x 2 hours x \$28.98 = \$231.84</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<p>\$2,000.00</p> <p>\$1,100.00</p>	<p>Art Horizon-contracted services for student instruction</p> <p>Professional Development for Title III staff</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. 	<p>\$167.52</p>	<p>Supplies and equipment for instruction:</p> <p>Steps to Literacy:</p> <p>Multicultural and Legendary tales</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.
<ul style="list-style-type: none"> Must be clearly listed. 	\$121.22	Art materials (computer ink, construction paper, paint brushes, pipe cleaners, buttons, scissors, glue, color pencils)
Educational Software (Object Code 199)		
Travel		
Other	\$450 \$100	100 Metro-cards for parent (two ways) \$4. 50, and student (one way) \$2.25 Refreshments
TOTAL	<u>\$11200</u>	