



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.17X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75X017

PRINCIPAL: ROBIN COHEN EMAIL: RCOHEN3@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 |
|-------------------|--|-----------|
| Robin Cohen | *Principal or Designee | |
| Angela Holmes | *UFT Chapter Leader or Designee | |
| Angel Candelaria | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | <i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Megan McKenzie | CBO Representative, if applicable | |
| Marlin Hoggard | Member/ CSA - AP | |
| Alma Irtubide | Member/ Parent | |
| Gudalupe Martinez | Member/ Parent | |
| Charmain Hall | Member/ Parent | |
| Eboni Alexander | Member/ Unit Coordinator | |
| | Member/ | |
| | Member/ | |

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.

By June 2012, students with autism participating in alternate assessment classes, in grades 3-8, will improve mathematics proficiency as evidenced by a 6-point gain in skill mastery measured on the Equals Mathematics Curriculum for students with differing abilities.

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.

The school presently uses Everyday Mathematics for students with autism in only grades K-2 (the program becomes too language based above the 2nd grade). There is a need to introduce and utilize a math program that will bring a cohesive mathematic curriculum to our students. During classroom walkthroughs, informal observations and team meetings, it became evident that teachers desired a more cohesive mathematics curriculum for their students in grades 3-8. To strengthen academic rigor and continuity, we plan to develop academic coherence by utilizing the Equals Mathematics Curriculum. This program focuses on life–skills concepts and problem solving techniques. Students have access to “real-life” situations and use of manipulatives. The program is used widely within District 75 schools and therefore, there are many professional development opportunities for our teachers. Equals Mathematics Curriculum also provides for scaffold lessons.

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.

The following strategies and activities will be used to achieve this goal:

- Designate students to appropriate math groups based on the Equals Assessment.
- Assign Assistant Principals to supervise the implementation of the Equals Mathematics Curriculum and monitor student progress through walkthroughs, informal observations, and formal observations.
- Observe staff and provide feedback to staff using the program on a monthly basis.
- Lead teachers will collaborate to help organize new materials on a weekly basis.
- Schedule twice monthly math meetings with teachers to ensure all objectives are met.
- Teachers will attend professional development training provided by District Office coaches.
- Alternate Assessment teachers will track student progress by recording data in their Students Data Binders.
- Progress reports will be reviewed every three months.

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.

The following strategies and activities will be used to achieve this goal:

- Send letters to parents about the program and lessons their children will learn.
- Provide professional development to demonstrate what skills the students will learn at school and skills needed to be independent/active members of society.
- P17X will engage parent involvement by providing parents many opportunities to meet and discuss issues involving their children at different times of day.
- The Parent Coordinator will send out weekly emails and outreach fliers.
- The Parent Coordinator will be a two-way source of information and communication between the school and parents. The coordinator will articulate both the concerns and needs of parents and of administrators and teachers.
- Parents are encouraged to participate on the school leadership team. This team informs parents about the programs in the school, the implementations of new programs, and involvement in the school's decision making process.
- Assemblies, Grade Performances, Publishing Parties and Student of the Month celebrations will all be open for parents to attend and celebrate their children's achievements.

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.

To achieve this goal:

- Principal, Assistant Principals and AUSSIE consultant will provide a range of professional development opportunities for all staff on an "as needs" basis. In addition, teachers will complete a survey outlining the professional development opportunities they feel will meet their needs.
- Principal will attend monthly Network meetings for the Common Core State Standards/Quality Review. She will then turn-key the information through study groups and professional development.
- Principal and Assistant Principals will confer with individual teachers to support a teacher's strategic planning.
- Administration will conduct walkthroughs differentiated to support new, veteran and/or struggling teachers.
- Data Specialist will support teachers in using recent assessment information to plan and deliver focused mini lessons, small group instruction, and one-on-one conferences, designed to address learning goals for their classes.
- Principal and Assistant Principals will attend Hiring Fairs provided by the District Office as well as Central to seek highly qualified teachers.
- P. 17X will act as a host school for Teaching Fellows during their summer internship.
- P. 17X has a hiring committee that includes the parent coordinator, a parent representative and a lead teacher. This committee focuses on the hiring process and strives to select teachers that are highly qualified.

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.
- **iTeach/iLearn** is a grant that will incorporate technology into all academic areas of the classroom. Students will have access to laptops purchased through the grant and be taught how to use technology as a tool to enhance their learning experience.
- **Resolution A Technology** provides us with technological resources that will be used to supplement the computers purchased through the iTeach/iLearn program. The resources purchased will also assist with instruction delivery and planning.
- **Campaign for Middle School Success** allowed us to purchase technological resources and educational programs to support student learning in all academic areas.
- **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
- **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
- **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.

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.

To support the actions/strategies/activities described in this action plan we have set a scheduled:

- Allocation of \$4000 of per session funds for teacher planning, collaborative inquiry and after-school work of Curriculum Development Team.
- Allocation of \$2000 of per diem funds to cover teachers for school day planning, training, inquiry, and inter-visitations.
- Allocation of \$4500 of f-status funds to support teachers with curriculum and lesson planning, and inquiry.
- Allocation of \$800 of Data Specialist funds to support data analysis.
- Allocation of \$5100 of OTPS funds to purchase Equals materials.
- Allocation of 1,250 of OTPS funds to purchase Exemplars materials.
- Scheduling of common planning time at least once a week for curriculum review, data analysis, and unit development.

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.

By June 2012, students will improve proficiency in English Language Arts as evidenced by a 10% increase in scaled scores (standardized assessment students) measured by the EdPerformance series, or evidenced by an increase of two levels (standardized and alternate assessment students) measured by Fountas and Pinnell running records.

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.

The identified need that generated this goal was discerned through triangulated data analysis of EdPerformance, Fountas and Pinnell and Scholastic Reading Inventory Assessment that demonstrated that only 6% of assessed students were at proficient reading levels and that 74% of the students were far below standards in the meta-cognitive skills, including inference, synthesis and evaluation, required to meet the common core standards. Scores in all metrics were significantly below grade level. The mean scaled score for P.17X on Sept. 2011 EdPerformance assessment was 2168. A 10% increase by June 2012 would raise the mean score to 2385. Implementation of Fountas and Pinnell formative assessments allowed for more precise identification of student needs.

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.

The following strategies and activities will be used to achieve this goal:

- Assign AUSSIE consultant to collaborate with Lead ELA teacher to assist with the development of formative assessments
- Schedule common planning time for classroom teachers, Lead ELA teacher, Data Specialist and AUSSIE trainer to meet and look at student work, disaggregate and analyze data.
- Assign Assistant Principals to supervise work and review assessments
- Introduce Learning Walks as a means to develop a reflective practice as a team.
- Use of multiple formative assessments to enable triangulation of data and target specific skills to be addressed
- School-wide implementation of conferencing to both assess and address individual student needs

- Collaborative team meetings (Standardized and Alternate Assessment) to develop rubrics and teaching strategies common to both populations
- Timeline –
 - Sept. 2011 Aussie led training in Fountas and Pinnell assessments – administration of formative assessments
 - Oct. 2011 - Analysis of data, development of instructional strategies
 - Nov. 2011 – Aussie led training of conferencing strategies
 - Dec. 2011 – Implementation and analysis of mid-year assessments, instructional strategy revision based on data analysis
 - Jan. 2012 – May 2012 – Collaborative meetings to review progress towards goal
 - June 2012 – Implementation of year end assessments and data analysis related to goal

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.

The following strategies and activities will be used to achieve this goal:

- P17X will engage parent involvement by providing parents many opportunities to meet and discuss issues involving their children at different times of day.
- The Parent Coordinator will send out weekly emails and outreach fliers.
- The Parent Coordinator will be a two-way source of information and communication between the school and parents. The coordinator will articulate both the concerns and needs of parents and of administrators and teachers.
- Parents, as members of the school community, will be involved in the Quality Review as a resource to communicate and reflect on the positives as well as the needs of the school.
- Parents are encouraged to participate on the School Leadership Team. This team informs parents about the programs in the school, the implementations of new programs, and involvement in the school’s decision making process.
- Parents will work with the school in developing the CEP as a tool to reflect their values and the needs of their children.
- Assemblies, Grade Performances, Publishing Parties, and Student of the Month celebrations will all be open for parents to attend and celebrate their children’s achievements.

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.

To achieve this goal:

- Principal, Assistant Principals and AUSSIE consultant will provide a range of professional development opportunities for all staff, on an “as needed” basis. In addition, teachers will complete a survey outlining the professional development opportunities they feel will meet their needs.
- Principal and Assistant Principals will confer with individual teachers to support the teachers’ strategic planning bi-monthly.
- Principal will attend monthly Network meetings for the Common Core State Standards/Quality Review. She will then turn-key the information through study groups and professional development.
- Administration will conduct walkthroughs differentiated to support new, veteran and/or struggling teachers.
- Data Specialist, Administration and AUSSIE consultant will support teachers in using recent assessment information (ARIS, Scholastic Reading Inventory, EdPerformance, and Fountas and Pinnell) to plan and deliver focused mini lessons, small group instruction, and one-on-one

conferences, designed to address learning goals for their classes.

- Principal and Assistant Principals will attend Hiring Fairs provided by the District Office as well as Central to seek highly qualified teachers.
- P. 17X will act as a host school for Teaching Fellows during their summer internship.
- P. 17X has a hiring committee that includes the parent coordinator, a parent representative and a lead teacher. This committee focuses on the hiring process and strives to select teachers that are highly qualified.

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.
- **Respect for All Campaign** provides support to staff and students and it integrates well into the Emotional Literacy and English Language Arts Curriculums. Staff will use the theme of the campaign to foster the social-emotional learning of students through reading and writing.
- **Very Special Arts** is program affords our students the opportunity to enjoy art-related performances and workshops and write reviews based on their experiences.
- **iTeach/ iLearn** is a grant that will incorporate technology into all academic areas of the classroom. Students will have access to laptops purchased through the grant and be taught how to use technology as a tool to enhance their learning experience.
- **Resolution A Technology** provides us with technological resources that will be used to supplement the computers purchased through the iTeach/iLearn program. The resources purchased will also assist with instruction delivery and planning.
- **Campaign for Middle School Success** allowed us to purchase technological resources and educational programs to support student learning in all academic areas.
- **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
- **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.

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.

To support the actions/strategies/activities described in this action plan we have set scheduled an:

- Allocation of \$3500 of per session funds for teacher planning and after-school work, collaborative inquiry, and professional development workshops.
- Allocation of \$2000 of per diem funds to cover teachers for school day planning, training, inter-visitations and inquiry.
- Allocation of \$3200 of OTPS funds to provide teachers with support of AUSSIE Consultant
- Allocation of \$800 of Data Specialist funds to support data analysis.
- Scheduling of common planning time at least once a week for curriculum review, data analysis, and unit development.

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.

By June 2012, middle school students participating in the IEP Collaborative Team Pilot Program will demonstrate a 10% increase in mastery of IEP goals as evidenced by qualitative anecdotal reports and pre/post survey results.

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.

During the review process of students' IEPs, it was evident that all goals were unable to be mastered needing either more time or more focused goals. Therefore, the need to establish an IEP Collaborative Team meeting was necessary to:

- Establish a holistic multidisciplinary approach to address long term goals.
- Increase communication between all members of the students' IEP team (teacher, cluster, related service providers, CIT, administration).
- Cohesive management of the students' needs across all environments.
- As a team, prioritize the students' needs, both academic and social/behavioral.
- Focus on the students as a "whole child" instead of individual/segment of skills.

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.

The following strategies and activities will be used to achieve this goal:

- Created common scheduling time for all participants (classroom teachers, clusters, related service providers and CIT) can meet to discuss progress
- Schedule quarterly meetings with teachers to ensure all objectives are met
- Designed forms for staff to give qualitative/quantitative data about each student across environments
- Consistent and timely collection of data

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.

The following strategies and activities will be used to achieve this goal:

- Designed a parent survey form to give feedback/insight on their child for IEP Collaborative Team meeting.
- Conference call as needed during IEP Collaborative Team meeting.
- P17X will engage parent involvement by providing parents many opportunities to meet and discuss issues involving their children at different times of day.
- The Parent Coordinator will send out weekly emails and outreach fliers.
- The Parent Coordinator will be a two-way source of information and communication between the school and parents. The coordinator will articulate both the concerns and needs of parents and of administrators and teachers.
- Parents, as members of the school community, will be involved in the Quality Review as a resource to communicate and reflect on the positives as well as the needs of the school.
- Parents are encouraged to participate on the School Leadership Team. This team informs parents about the programs in the school, the implementations of new programs, and involvement in the school's decision making process.
- Parents will work with the school in developing the CEP as a tool to reflect their values and the needs of their children.

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.

To achieve this goal:

- Principal, Assistant Principals and AUSSIE consultant will provide a range of professional development opportunities for all staff, on an “as needs” basis. In addition, teachers will complete a survey outlining the professional development opportunities they feel will meet their needs.
- Principal and Assistant Principals will confer with individual teachers to support the teachers' strategic planning.
- Administration will conduct walkthroughs differentiated to support new, veteran and/or struggling teachers.
- Data Specialist and Administration will support teachers in using recent assessment information
- Principal and Assistant Principals will attend Hiring Fairs provided by the District Office as well as Central to seek highly qualified teachers.
- P. 17X will act as a host school for Teaching Fellows during their summer internship.
- P. 17X has a hiring committee that includes the parent coordinator, a parent representative and a lead teacher. This committee focuses on the hiring process and strives to select teachers that are highly qualified.

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.
- **Respect for All Campaign** will provide administrators with the necessary resources to educate staff about sensitivity to individuality and other cultural differences.
- **iTeach/ iLearn** is a grant that will provide the school with laptop computers that will afford the staff the opportunity to incorporate technology into all academic areas of the classroom. In addition, teachers will also be afforded the opportunity to learn how to use the computers effectively.

- **Resolution A Technology** will provide the school the ability to purchase additional technological resources that will be used to supplement the computers purchased through the iTeach/iLearn program. The resources purchased will also assist with academic planning and the delivery of instruction.
- **Campaign for Middle School Success** has enhanced academic programming through the funding of technological resources and AIS programs that will support instruction and assist teachers in closing the achievement gap.
- **Emotional Literacy** will afford staff with professional development and instructional resources to enhance student social-emotional learning.
- **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
- **Special Olympics** participation will enable staff and students to volunteer their time and services to aid individuals with disabilities, notice commonalities, and develop social awareness skills.
- **Nursing Home and Rehabilitation Center** volunteer opportunities allow staff and students to engage in activities with members of their community and foster their social awareness skills.

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.

To support the actions/strategies/activities described in this action plan we have set a scheduled:

- Allocation of \$500 of Data Specialist funds to support data analysis.
- Related Service Providers and Cluster Teachers have pre-scheduled administrative time to allow for the presence during quarterly scheduled meetings.

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.

By June 2012, there will be improved implementation of targeted instructional strategies as evidenced by low-inference observations.

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 a special education elementary/middle school, our charge is to prepare teachers to successfully transition our students into high school and subsequently graduate. Targeting the needs of each teacher as a whole, we want to ensure that they are equipped with the skills and strategies to prepare our students for educational and life-long success. Our holistic approach to improving our school was dependent upon a coherent curriculum, social emotional growth of our teachers and professional development to strengthen our academic programming.

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.
- Conduct frequent classroom walkthroughs (4-6) designed to give immediate feedback.
- Administrators will utilize Teachscape to conduct Informal (2-4) and Formal (1-2) observations.
- Conduct Informal/Formal observations differentiated to support new, veteran and/or struggling teachers.
- Discuss weekly progress during Cabinet meetings
- Develop a monthly schedule for observations and walkthroughs at Cabinet
- Feedback will be provided to teachers with feedback reports through the Teachscape data toolkit.

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.
- P17x will engage parent involvement by providing parents many opportunities to meet and discuss issues involving their children at different times of day.
- The parent coordinator will be a two-way source of information and communication between the school and parents. The coordinator will articulate both the concerns and needs of parents and of administrators and teachers.
- Parents, as members of the school community, will be involved in the Quality Review as a resource to communicate and reflect on the positives

and the needs of the school.

- Parents are encouraged to participate on the school leadership team. This team informs parents about the programs in the school, the implementations of new programs, and involvement in the school's decision making process.
- Parents will work with the school in developing the CEP as a tool to reflect their values and the needs of their children.
- Assemblies, Grade Performances, Publishing Parties, Student of the Month celebrations will all be open for parents to attend and celebrate their children's achievements.

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.

To achieve this goal:

- Principal, Assistant Principals and AUSSIE consultant will provide a range of professional development opportunities for all staff, on an 'as needs' basis. In addition, teachers will complete a survey outlining the professional development opportunities they feel will meet their needs.
- Principal will attend monthly Network meetings for the Common Core State Standards/Quality Review. She will then turn-key the information through study groups and professional development.
- Principal will use the tenure decision-making framework to determine a teacher's level of effectiveness.
- Principal and the assistant principals will confer with individual teachers to support a teacher's strategic planning.
- Administration will conduct walkthroughs differentiated to support new, veteran and/or struggling teachers.
- Data Specialist, Administration and AUSSIE consultant will support teachers in using recent assessment information (ARIS, Scholastic reading inventory, Edperformance and Fountas and Pinnell) to plan and deliver focused mini lessons, small group instruction, and one-on-one conferences, designed to address learning goals for their classes.
- Principal and assistant principals will attend Hiring Fairs provided by the District Office as well as Central to seek highly qualified teachers.
- P. 17X will act as a host school for Teaching Fellows during their summer internship.
- P. 17X has a hiring committee that includes the parent coordinator, a parent representative and a lead teacher. This committee focuses on the hiring process and strives to select teachers that are highly qualified.

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.
- **Respect for All Campaign** will provide teachers with the necessary resources to educate students about sensitivity to individuality and other cultural differences.
- **iTeach/ iLearn** is a grant that will provide the school with laptop computers that will afford the staff the opportunity to incorporate technology into all academic areas of the classroom. In addition, teachers will also be afforded the opportunity to learn how to use the computers effectively.
- **Resolution A Technology** will provide the school the ability to purchase additional technological resources that will be used to supplement the computers purchased through the iTeach/iLearn program. The resources purchased will also assist with academic planning and the delivery of instruction.
- **Campaign for Middle School Success** has enhanced academic programming through the funding of technological resources and AIS programs that will support instruction and assist teachers in closing the achievement gap.

- **Emotional Literacy** will afford staff with professional development and instructional resources to enhance student social-emotional learning.
- **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.

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.

To support the actions/strategies/activities described in this action plan we have set a scheduled:

- Allocation of \$3700 of OTPS funds to purchase Teachscape and professional development.

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 | 5 | 5 | N/A | N/A | | 1 | | |
| 1 | 9 | 11 | N/A | N/A | | 3 | | |
| 2 | 3 | 3 | N/A | N/A | | 5 | | |
| 3 | 3 | 3 | N/A | N/A | | 8 | | |
| 4 | 3 | 2 | 3 | 1 | | 6 | | |
| 5 | 4 | 3 | 3 | 2 | | 7 | | |
| 6 | 14 | 14 | 7 | 9 | 10 | | | |
| 7 | 23 | 27 | 15 | 12 | 9 | | 1 | |
| 8 | 28 | 26 | 16 | 15 | 9 | | 2 | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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 |
|--|--|
| <p>ELA:</p> <p><i>Elementary</i> Smile Edmark</p> <p><i>Middle School</i> Systems 44 Read 180 EdPerformance</p> | <ul style="list-style-type: none"> • Services are provided during the day, in small group and/or one-on-one tutoring sessions. • Students receive AIS services 2X – 3X a week for 45 minutes per session using the following programs: <p>Smile: Is a multi-sensory program that teaches speech, reading and writing in an integrated way to students with severe language-learning and literacy problems.</p> <p>Edmark: Beginning reading and language development for nonreaders.</p> <p>Systems 44: Phonics-based reading intervention program that provides individualized differentiated technology based instruction for Pre-primer to 400L students.</p> <p>Read 180: A comprehensive reading intervention education program that helps improve reading proficiency, reading skills and reading comprehension.</p> <p>EdPerformance: A web-based program gives educators an accurate snapshot of students' performance across a range of literacy skills in far less time than traditional tests. From the data gathered, educators are able to target instruction for students in need of additional supports.</p> |
| <p>Mathematics:</p> <p><i>Elementary</i> Everyday Math Games</p> <p><i>Middle School</i> Hot words- Hot topics Math Triumphs SuccessMaker EdPerformance Exemplars</p> | <ul style="list-style-type: none"> • Services are provided during the day, in small group and/or one-on-one tutoring sessions. • Students receive AIS services 2X- 3X a week for a 45 minute session using the following programs: <p>Everyday Math Games: Drill exercises aimed primarily at building fact and operations skills.</p> <p>Hot Words-Hot Topics: Short format practice of math terms and concepts to help build mathematics literacy.</p> <p>Math Triumphs: A program that provides step-by-step instruction, vocabulary support and data driven decision making to help students succeed.</p> <p>SuccessMaker: A diagnostic tool that determines the appropriate instructional level for each student. This one-on-one program is computer-based and in an environment that engages students and keeps them on task for efficient learning.</p> <p>EdPerformance: A web-based program that gives educators an accurate snapshot of students' performance across a range of mathematical skills. From data gathered, educators are able to target instruction for students in need of additional supports in specific areas.</p> <p>Exemplars: A differentiated standards-based assessment and instruction materials used to support students in improving written expression in mathematics.</p> |

| | |
|--|---|
| <p>Science:</p> <p>Brain-Pop.com Research-Based Projects</p> | <ul style="list-style-type: none"> • Services are provided during the day in small groups and/or one-on-one instruction. • Eighth grade students receive one additional science period per week specifically for developing science projects. • Students receive services 2X a week for a 45 minute session using the following programs: <p>Brain-Pop: A web-based program with science components that supports the additional needs of diverse learners. Brain-Pops are 3 to 5 minute animated movies that provide a clear and concise explanation of a particular topic in an engaging manner.</p> |
| <p>Social Studies:</p> <p>Brain-Pop.com Research-Based Projects</p> | <ul style="list-style-type: none"> • Services are provided during the day in small groups and/or one-on-one instruction. • Eighth grade students receive one additional social studies period per week specifically for developing social studies projects. • Students receive AIS services 2X a week for a 45 minute session using the following programs: <p>Brain-Pop: A web-based program with science components that supports the additional needs of diverse learners. Brain-Pops are 3 to 5 minute animated movies that provide a clear and concise explanation of a particular topic in an engaging manner.</p> |
| <p>At-risk Services provided by the Guidance Counselor</p> | <p>Guidance Counselors work in collaboration with teachers, paraprofessionals and other staff to develop FBAs (Functional Behavior Analysis) and behavior intervention plans. The plans are designed to prevent undesirable behaviors from occurring and to provide positive behavior supports for the students.</p> |
| <p>At-risk Services provided by the School Psychologist</p> | <p>Social Psychologists work in collaboration with teachers, paraprofessionals and other staff to develop FBAs (Functional Behavior Analysis) and behavior intervention plans. The plans are designed to prevent undesirable behaviors from occurring and to provide positive behavior supports for the students.</p> |
| <p>At-risk Services provided by the Social Worker</p> | <p>Social Workers work in collaboration with teachers, paraprofessionals and other staff to develop FBAs (Functional Behavior Analysis) and behavior intervention plans. The plans are designed to prevent undesirable behaviors from occurring and to provide positive behavior supports for the students.</p> |
| <p>At-risk Health-related Services</p> | |

**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, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**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 Stephanie McCatskill | District 75 | Borough Bronx | School Number 017 |
| School Name 17X | | | |

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

| | |
|--|--|
| Principal Robin Cohen | Assistant Principal Jacqueline T. Colon |
| Coach type here | Coach Kris Gonzalez |
| ESL Teacher Carlos Bonilla | Guidance Counselor Janine Cipollone |
| Teacher/Subject Area Jessica Vargas-Mandio Bil. Sp | Parent type here |
| Teacher/Subject Area Eileen Mota Bilingual Special | Parent Coordinator Maria Arias |
| Related Service Provider Mercedes Guity-Bilingual Sp. | Other type here |
| Network Leader Stephanie McCastkill | Other type here |

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 | 4 | 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 | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| 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 | 340 | Total Number of ELLs | 66 | ELLs as share of total student population (%) | 19.41% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

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. 

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The purpose of the CSE is to help develop an appropriate Individualized Education Plan for students who are English Language Learners. In addition, the CSE has to consider the language needs of the students as they relate to their IEP, and provide services to support the students' participation and progress in English language arts instruction. The CSE must consider whether the ELL students need special education services and/or related services, testing accommodations, and program modifications. Parents are active participants throughout this process. At the school level, the pupil personnel secretary provides Ms. J. Colon, the Spanish speaking bilingual assistant principal, at the end of every week, with a list of students that have been admitted to the school. After the students have been identified by administrators, the IEP and home language survey are reviewed to identify if the student are ELL students. Students must be placed within 10 school days of enrollment. In addition, the bilingual assistant principal, Ms. J. Colon, checks CAP and ATS, with the assistance of Angela Elia, the pupil personnel secretary, in order to identify services that the ELL students are entitled, as well as to identify students who need to take the LAB-R and NYSESLAT. The assistant principal, Ms. Colon, checks for discrepancies and in collaboration with CSE makes corrections, if necessary. Another way to ensure that the students are possible ELL students, is by administering a Home Language Survey, by Ms. Colon, Assistant principal or Maria Arias, our bilingual (spanish speaking) parent coordinator. Both staff members speak English and Spanish. This survey helps determine the language, as well as, conducting formal and informal interviews with parents and students. The majority of the students already come with a survey from CSE. Nonetheless, if none is available, we ask the parents to complete one and interview them, in order to determine spoken language(s) at home and determine if the students are recent arrivals to this country. The next step is to administer the LAB-R and Spanish LAB-R within ten days after the students have ben admitted to the school. The students take the LAB-R to determine the proficiency of the English language. Mr. Bonilla, a certified ESL teacher, administers the LAB-R and Spanish LAB-R. The Spanish LAB-R is administered to students whose language of dominance is Spanish and do not do well on the LAB-R. Students placed in the bilingual program speak and understand only their native language or have limited understanding of English. Their native language is also spoken at home. Students in ESL have some domain of the English language and can succeed in a monolingual class, while they are receiving English as a Second Language. For the most part, ESL students speak and/or understand their native language, as well as English. The process continues by certified bilingual and ESL teachers evaluating and assessing students using ABLLS and E-CAM. Teachers use the data collected to plan their lesson plans in order to meet the students' individual academic needs. In order for the students to demonstrate proficiency in the NYSESLAT, teachers incorporate in each of their their lessons the four components of ESL: Listening/Speaking and Reading/Writing. In the Spring, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all English Language Learners. In order to ensure that all eligible ELLs take the NYSESLAT, various reports ATS such as RBPS, RLAT, and RYOS, among others are compared to identify all the ELL students. This test is administered by trained, certified teachers who speak English and Spanish: Mr. Bonilla and Ms. Vargas under the supervision of the assistant principal, Ms. J. Colon. This test determines whether or not the students continue to be eligible for ELL services. Mr. Bonilla and Ms. Vargas, both certified teachers, collaborate in ensuring that all ELL learners are administered all four parts of the NYSESLAT test. Data sheets with pertinent information is kept to check off students tested, absent, make-up exams, etc. When testing is completed, Ms. J. Colon, assistant

principal, collects and packages all tests in order to bring to assigned depositories.

At the beginning of the school year, parents of new ELL students are invited to attend a meeting in order to discuss the Dual language, Transitional Bilingual and ESL programs available at P17X for our ELL population.

Transitional Bilingual Program:

Our TBP is composed of four bilingual classes: three elementary bilingual/Spanish classes and one bilingual/Spanish class in middle school for students in alternate assessment. The four bilingual (Spanish speaking) certified teachers are, Ms. Vargas-Mandio, Mr. Carrasco, Mr. Mercado and Ms. Mota. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. The bilingual classes use the transitional bilingual program more proficient and the percentage of instruction in the native language decreases. All bilingual classes are beginners so the ratio is 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. All four bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to the students' individual needs.

Dual Language:

Dual Language programs provide half of the instruction in English and half in the native language of the ELLs in the program (e.g., Spanish, Chinese, Haitian Creole). Students of the native language are taught alongside English-speaking students so that all students become bicultural and fluent in both languages. Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language may be available. P17X currently does not have any dual language programs.

English as a Second Language:

Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language may be available. P17X currently does not have any dual language programs.

This school serves the following grades (includes ELLs and EPs) K 1 2 3 4 5 6 7 8 9 10 11 12

Check all that apply

The bilingual classes receive the number of units of ESL instruction as required by CR Part 154, by Mr. Bonilla, our certified (Spanish speaking) ESL teacher. Required units of study under CR Part 154 are as follows: Beginning and Intermediate students in grades K-8 have to receive 2 units (360 minutes a week) of ESL. Advanced students in grades K-8 have to receive 1 unit (180 minutes a week). Proficiency level is determined by the LAB-R and/or NYSESLAT assessments. CR Part 154 provides funding and sets out the basic requirements for ELL education, ensuring that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and Graphic Organizers. Additionally, the Cognitive Academic Language Learning Approach (CALLA) is used for students in standardized assessment. The development of phonemic awareness and comprehension skills through literature-based and standards based materials (Foundations Program) are also incorporated. The use of technology with appropriate software and with Mayor Johnson symbols, computer programs, the TEACCH model and the guidance of ABLS Inventory are incorporated in the curriculum to give the students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

During the parent orientation meeting, parents are encouraged to ask questions and have an open discussion about the program components. The bilingual Assistant Principal, Jacqueline Colon, ensures that, all parents receive entitlement letters and information in their native language. Ms. J. Colon, AP and Maria Arias, parent coordinator, will serve as translators for Spanish speaking parents. The Translation and Interpretation Unit is an important resource for our school when we need assistance translating parent notifications and providing over-the phone interpretation services to ELL parents. The unit offers translation services in the top nine languages other than

English spoken in New York City—Spanish, Chinese, Russian, Bengali, French, Haitian Creole, Korean, Urdu, and Arabic. Over-the-phone interpretation services are available in more than 150 languages. The Unit is an important part of the Department’s language access initiative which aims to enhance the organization’s ability to communicate with and better engage limited-English-proficient parents of New York City school children. Parents receive ongoing information on progress of students and the programs offered at the school through communication notebooks used by teachers, mail and telephone calls by administrators and pertinent staff members working with the ELL population. Ms. Colon, Assistant Principal, is responsible to collect entitlement letters, parent selection forms and language surveys which are then placed in students' cumulative folders.

Assistant principal, Ms. Colon, makes every effort to stay in close contact with ELL parents; from administering the HLIS, to informing them of their children’s eligibility for ELL services, as well as, collecting all the forms that indicate the parent’s program choice for their children. By law, schools have to provide parents of recently admitted ELLs with information on the different ELL programs that are available. Students must be placed within 10 school days of enrollment. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, it is crucial to get information and parents' feedback quickly and efficiently. Parents’ choice, as well as with program availability, determines program placement for ELLs.

Once again, options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The purpose of the CSE is to help develop an appropriate Individualized Education Plan for students who are English Language Learners. In addition, the CSE has to consider the language needs of the students as they relate to their IEP, and provide services to support the students' participation and progress in English language arts instruction. The CSE must consider whether the ELL students need special education services and/or related services, testing accommodations, and program modifications. Parents are active participants throughout this process.

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* | No● | If yes, indicate language(s): Spanish |
| Dual language program | Yes● | No* | 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 | To t # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | 1 | 4 | 3 | 3 | 3 | 6 | 2 | 2 | 2 | | | | | 26 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-----------------------|----------|----------|----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 1 | 1 | 4 | 8 | 0 | 12 | 3 | 7 | 4 | | | | | 40 |
| Total | 2 | 5 | 7 | 11 | 3 | 18 | 5 | 9 | 6 | 0 | 0 | 0 | 0 | 66 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 66 | Newcomers (ELLs receiving service 0-3 years) | 37 | Special Education | 66 |
| SIFE | 1 | ELLs receiving service 4-6 years | 25 | Long-Term (completed 6 years) | 4 |

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. ①

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | | 16 | | | 10 | | | 0 | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | | | 20 | | | 17 | | | 3 | 0 |
| Total | 0 | 0 | 36 | 0 | 0 | 27 | 0 | 0 | 3 | 0 |

Number of ELLs in a TBE program who are in alternate placement: 3

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 | 1 | 4 | 3 | 3 | 3 | 6 | 2 | 2 | 2 | | | | | 26 |
| 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 | 1 | 4 | 3 | 3 | 3 | 6 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 26 |

**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 L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|---|---|---|---|---|----|---|---|---|---|----|----|----|-------|
| Spanish | 1 | 1 | 3 | 6 | 0 | 12 | 3 | 7 | 4 | | | | | 37 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | 1 | | | | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |

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 |
|--------------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | 1 | 1 | | | | | | | | | | 2 |
| TOTAL | 1 | 1 | 4 | 8 | 0 | 12 | 3 | 7 | 4 | 0 | 0 | 0 | 0 | 40 |

Part IV: ELL Programming

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?

The Transitional Bilingual Program is self contained. Bilingual teachers have the students the majority of the day. The classes travel together and are grouped heterogeneously. Cluster positions include Science, Art, Music and APE. Students travel to the gym, while other cluster teachers come to the students' classrooms. Our TBP is composed of four bilingual classes (Spanish) totaling 26 students: three elementary bilingual/Spanish classes and one middle school bilingual Spanish class for ELLs in Alternate Assessment.

All self contained bilingual classes are beginners so the ratio would be 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. All four bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to the students' individual needs.

The components of the Bilingual Programs are:

English as a Second Language: All students in the bilingual classes receive the number of units of ESL instruction as required by CR Part 154. Beginning and Intermediate, K-8 students, receive 360 minutes of ESL. Advanced students receive 180 minutes a week of ESL. To

A. Programming and Scheduling Information

ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL and Common Core Standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and Graphic Organizers. Additionally, the Cognitive Academic Language Learning Approach (CALLA) is used for students in standardized assessment. The development of phonemic awareness and comprehension skills through literature-based and standards based materials also incorporated. The use of technology with appropriate software and with Major Johnson symbols, computer programs, the TEACCH model and the guidance of ABLLS Inventory are incorporated into the curriculum to give the students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Mr. Bonilla pulls out the students but occasionally, does a push in and collaborates with classroom teachers in the development of the lessons that meet the needs of the ELL students in the class.

Native Language Arts: All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA and Common Core Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. Teachers currently use the District 75 Units of Study. Leveled books in the students native language are used to develop the students' first language (Spanish). NLA instruction is parallel to the literacy instruction imparted in monolingual classes is provided by a bilingual teacher utilizing native language literacy materials such as the Spanish libraries as part of the No Child Left Behind Act, Strategies for Test-Taking Success: Writing, Strategies for Test-Taking Success: Math, and Strategies for Test-Taking Success: Reading. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining in the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities. In addition, P.17x has enrichment after school program for students in the middle school as part of the Title III federal grant. Students have computers in their rooms and access various programs to enhance instructional skills.

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

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Proficiency (CALP), in two languages. For students at the beginning and intermediate levels of English language acquisition, content and instruction is provided as follows: a minimum of one subject area taught in the native language (Spanish), and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching and the uniform curriculum for Math. The use of Technology and augmentative communication are incorporated into ESL and content are instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

The Everyday math program is utilized at all sites. Equals is also being utilized with students that Everyday Math may not be academically grade appropriate. Interventions that staff focuses on the following: Boost Fluency Through Explicit Time-Drills Challenging Worksheets and/or tasks, Motivate Students Through Reinforcers, Interesting Assignments, Homework Planners, and Self-Monitoring; Maintain a Supportive Atmosphere for Classroom "Math Talk", Teach Effective Test-Preparation Strategies Preteach, Model, and Use Standard Math Terms; Peer Tutoring; Using organizers and manipulatives and group work. A combination of these interventions will challenge and motivate ELL students to succeed.

In the areas of Social Studies, teachers use the NYS standards and the Core Curriculum Social Studies trade books. In Science the state standards and core curriculum are used along with the FOSS Full Option Science System. Literacy interventions include but are not limited to: using assessment data to plan instruction and group students, creating appropriate materials to differentiate instruction, tailoring

A. Programming and Scheduling Information

instruction to address students' specific needs, individualized instruction, monitoring of student progress (formal and informal), Fundation and SMILE, as well as, the use of technology.

Freestanding ESL Programs: Our ESL program is composed of forty ELL students out of the sixty six students. Their IEPs indicate ESL only and three students are in alternate placement. Students in alternate placement receive additional support in the native language from a classroom paraprofessional who speaks the students' native language and English. ESL is provided by a certified ESL teacher through a combination of push in and pulls out models of instruction, according to the ratio grouping and the off site accommodations.

ESL Instruction: As stated above, ELLs receive the units of ESL required by CR Part 154. Students receive mandated minutes depending on their level Beginning and Intermediate (360 minutes) or Advanced (180 minutes). To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporated ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional differentiated and instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students devise cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. Intervention strategies that will be used with ESL students are The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, and recording device will be incorporated to give the students additional instructional support. Multi-Sensory and Multicultural ESL materials (software/books) will be incorporated throughout all aspects of instruction. The library will also be used to give the students a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. Additionally, the students in Alternate Assessment are administered the ABLLS Inventory and E-CAM assessments Bilingual teachers use El SOL assessment in order to assess the literacy skills of those students in their native language as well as identify current levels of performance and to better plan for the short and long term goals on their Individualized Education Plan (I.E.P.) Some of the students in Alternate Assessment are also administered the NYSAA data folios, according to the age. Standardized students take the E-CLAS-2 and city/state periodiodic ELA and Math assessments. The data folios at each level, elementary, middle school and high school will assess each student. Teachers will use informal

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | Dual Language | Freestanding ESL |
|--|--|---------------------|------------------|
| used include Total Physical Response, CALLA, Language Experience, the Natural Approach, graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices, and Major Johnson Sequence for Content Area teaching, as well as, the Everyday curriculum. The use of technology is incorporated into ESL and content areas. Instruction provide students with additional support with multi-sensory activities. | 100% | 75% | 50% |
| English Language Arts students at the advanced level will receive one unit of ELA. Literacy instruction for ELLs follow the NYC's Balanced Literacy Program, which is supported, by materials to meet the needs of students with severe disabilities. | 100% | 75% | 50% |
| such as Fundations and SMILE, as well as, technology which uses educational programs to reinforce literacy skills. Teachers work collaboratively during common preparation periods. The ESL teacher plans collaboratively with the teachers of ELL students that he serves. | 100% | 75% | 50% |
| | 25% | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

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

provided by certified teachers mastering their native language. Furthermore, he will be in an educationally nurturing environment, which will offer him the opportunity to utilize his prior knowledge in order to increase literacy comprehension and language production. Teachers will be providing long term ELL students receiving services 4 to 6 years services that will focus in basic writing English skills.

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.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

A Programming and Scheduling Information

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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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?

For all elementary and middle school students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include Total Physical Response, CALLA, Language Experience, the Natural Approach, graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices, and Major Johnson Sequence for Content Area teaching, as well as, the Everyday Math curriculum. The use of technology is incorporated into ESL, NLA and all content areas. Academic instruction provides all ELL students with additional support through multi-sensory activities, multicultural themes and materials which are infused through strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. Some materials are teacher made that address the students diversified cultural backgrounds. The classroom libraries include a variety of books of all student academic functioning levels and grades that reflect the background, needs and strengths of ELLs. Intervention strategies that are used with ESL students are The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, and recording device are incorporated to give the students additional instructional support in both their native language and ESL. Multi-Sensory and Multicultural ESL materials (software/books) will be incorporated throughout all aspects of instruction. The library will also be used to give the students a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. Additionally, the students in Alternate Assessment are administered the ABLLS Inventory, TEACCH assessment and E-CAM-2 in order to identify current levels of performance and to better plan for the short and long term goals on their Individualized Education Plan (I.E.P.) Some of the students in Alternate Assessment are also administered the NYSAA data folios according to the age. The data folios at each level, elementary and middle school will assess each student. Teachers will use informal methods (observations) of assessment and classroom data folios to keep records of the students' progress.

ELL students who perform at the advanced level will receive one unit of ELA. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. Teachers work together collaboratively during common preparation periods. The ESL teacher plans collaboratively with the teachers of ELL students that he serves.

Students no longer requiring Bilingual or ESL services as per their IEP, will receive support for two years. They will be supported through extended day programs, AIS, Instructional Technology, and visual arts enrichment. Students will receive support for two years where assessments will be done in order to determine areas of strengths and weakness that will assist staff in identifying strategies that will help them in the development of the English Language. Push-in and/or push-out services will be also provided to students depending on their academic needs.

This year, teachers of bilingual students, will be administering the ABLLS inventory as well as the Spanish version of the ABLLS in order to identify specific strengths and areas of improvement for each of their students in both languages. In addition, bilingual classes at the elementary also use the EL SOL assessment program to identify language needs. These assessments will also help teachers write goals and objectives in students' IEP, that will address the areas assessed, as well as monitor progress. All ELL students are encouraged by school staff to participate in all school activities offered at the school. Title III and CHAMPS are available for all ELL students. Students are also encouraged to participate in school clubs, district activities, contests and field trips that will enhance their social, academic and cultural needs.

P17X has established a Title III afterschool program on Mondays and Thursdays that is effective in increasing English proficiency and student academic achievement. This program will begin March 5 until April 27. The Title III program has a standards-based curriculum emphasizing social and academic language proficiency. This enables all English Language Learners to use English to communicate and

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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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?
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Courses Taught in Languages Other than English ⓘ

D. Professional Development and Support for School Staff

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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The school currently works with several community based organizations to assist families with concerns regarding related services, housing and health coverage. These include but are not limited to: Self advocacy Association, Epilepsy Institute, Sinergia Inc. and UCP of NYC.

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 |

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100% | Page 36 |
| 75% | |
| 50% | |
| 25% | |

B. Programming and Scheduling Information--Continued

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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The Parent Coordinator at P17x will continue to offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. Various community agencies and organizations provide support to our parents by inviting them to participate in their workshops and providing services to the families. Our goal is to increase parent outreach and participation by offering continuous parent training at the school and District 75 level with the assistance of an interpreter and/or a translator. Translators are available for our ELL parents including materials provided to our parents. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquiries. All written communication is translated into Spanish, by our bi-lingual Assistant Principal, Jacqueline Colon and our Parent Coordinator, Maria Arias. In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, emails, phone calls, annual reviews etc. Parents of newly enrolled LEP/ELLs are provided with an orientation to inform them of NYS standards and assessments, school expectations and general program requirements for bilingual education and freestanding ESL programs. To better serve the needs of our ELL parents, the intake process is handled by a bilingual staff member, Maria Arias, our parent coordinator or Jacqueline Colon, the bilingual administrator. Parent meetings are scheduled on a monthly basis at each of our sites for all parents to attend. At these meetings specific topics are discussed that pertain to academic, social, instructional and the physical well being of all students. This includes providing the family with all the necessary support so they can help not only their children succeed but themselves. The parent coordinator and/or assistant principal will translate for parents and help them voice their concerns and opinions. Surveys are sent to parents to determine their immediate needs as well as that of their families, such as medical insurance, afterschool programs for the children, computer literacy, GED or college courses among others. In cases, where our staff does not speak a specific language, the Office of Translations is contacted so a translator can be assigned to assist parents and facilitate communication with the school. At least 80% of our staff speaks Spanish.

The school currently works with several community based organizations to assist families with concerns regarding related services, housing and health coverage. These include but are not limited to: Self advocacy Association, Epilepsy Institute, Sinergia Inc. and UCP of NYC.

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) | 0 | 2 | 0 | 5 | 1 | 10 | 1 | 5 | 3 | 0 | 0 | 0 | 0 | 27 |
| Intermediate(I) | 0 | 0 | 0 | 1 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Advanced (A) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 0 | 2 | 0 | 6 | 3 | 14 | 4 | 5 | 3 | 0 | 0 | 0 | 0 | 37 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING | B | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|----|---|---|---|---|----|----|----|
| /SPEAKING | I | 0 | 2 | 0 | 2 | 1 | 6 | 0 | 4 | 0 | 0 | 0 | 0 | 0 |
| | A | 0 | 0 | 0 | 4 | 1 | 6 | 3 | 1 | 3 | 0 | 0 | 0 | 0 |
| | P | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| READING/ WRITING | B | 0 | 2 | 0 | 5 | 1 | 10 | 1 | 4 | 3 | 0 | 0 | 0 | 0 |
| | I | 0 | 0 | 0 | 1 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | A | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| | P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 2 | | | | 2 |
| 7 | 5 | 2 | | | 7 |
| 8 | 1 | 3 | | | 4 |
| NYSAA Bilingual Spe Ed | 4 | 0 | 2 | 38 | 44 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 0 | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 2 | | | | | | | | 2 |
| 7 | 5 | | 2 | | | | | | 7 |
| 8 | 1 | | 3 | | | | | | 4 |
| NYSAA Bilingual Spe Ed | 3 | | 2 | | 0 | | 39 | | 44 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 3 | | 2 | | 2 | | 1 | | 8 |
| 8 | 0 | | 0 | | 0 | | 0 | | 0 |
| NYSAA Bilingual Spe Ed | 2 | | 0 | | 3 | | 29 | | 34 |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Comprehensive English | 0 | 0 | 0 | 0 |
| Integrated Algebra | 0 | 0 | 0 | 0 |
| Geometry | 0 | 0 | 0 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math | 0 | 0 | 0 | 0 |
| Biology | 0 | 0 | | |
| Chemistry | 0 | 0 | | |
| Earth Science | 0 | 0 | | |
| Living Environment | 0 | 0 | | |
| Physics | 0 | 0 | | |
| Global History and Geography | 0 | 0 | | |
| US History and Government | 0 | 0 | | |
| Foreign Language | 0 | 0 | | |
| Other | 0 | 0 | | |
| Other | 0 | 0 | | |
| NYSAA ELA | 0 | 0 | 0 | |
| NYSAA Mathematics | 0 | 0 | 0 | |
| NYSAA Social Studies | 0 | 0 | 0 | |
| NYSAA Science | 0 | 0 | 0 | |

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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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.

The students in Alternate Assessment are administered the ABLLS Inventory, ABLLS (Spanish) and E-CAM, in order to identify current levels of performance and to better plan for the short and long term goals on their Individualized Education Plan (I.E.P.) Some of the students in Alternate Assessment are also administered the NYSAA data folios according to their chronological age. Standardized students take the ECLAS-2 and EL SOL, as well as periodic assessments in ELA and MATH. All ELL students take the LAB-R and NYSESLAT.

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: <u>17X</u> | | School DBN: <u>2</u> | |
|---|-----------------------------|-----------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Robin Cohen | Principal | | 10/25/11 |
| Jacqueline T. Colon | Assistant Principal | | 10/25/11 |
| Maria Arias | Parent Coordinator | | 10/25/11 |
| Carlos Bonilla | ESL Teacher | | 10/25/11 |
| | Parent | | 10/25/11 |
| Ms. Jessica Vargas Mandio | Teacher/Subject Area | | 10/25/11 |
| Eileen Mota | Teacher/Subject Area | | 10/25/11 |
| Kris Gonzalez | Coach | | 10/25/11 |
| | Coach | | 10/25/11 |
| Janine Cipollone | Guidance Counselor | | 10/25/11 |
| Stephanie McCastkill | Network Leader | | 10/25/11 |
| Mercedes Guity | Other <u>Speech teacher</u> | | 10/25/11 |
| | Other | | 10/25/11 |
| | Other | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75X017 School Name: 17X

Cluster: Gary Hecht 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.

Surveys are sent home and phone calls are made to parents in order to identify language needs of our parents. The home language survey is also a crucial tool in identifying the primary language at home and mode of communication. This helps us identify the translation services 17X has to provide to ensure that all information is given in their language.

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.

Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquires. Written communications are translated into Spanish by our bi-lingual Assistant Principal, Ms. J. Colon, and our Parent Coordinator, Maria Arias. In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, phone calls, annual reviews etc.

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.

Maria Arias, Parent coordinator and one of the assistant principals, Ms. J. Colon, speak Spanish and are able to translate documents in a timely fashion. In case of school activities, meetings, workshops and parent conferences, letters are sent home in both languages and calls are made by Spanish speaking staff members. Parents are asked in advance if a translator is needed. Arrangements are in place in advance to accommodate parents and meet their language needs.

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.

Written and oral translations are done by Assistant Principal, Ms. J. Colon, and parent coordinator, Maria Arias, in advance to make sure parents are aware that a staff member will be able to assist with translation. Appointments are scheduled and confirmed with parents. Notices and crucial information is sent home in both English and Spanish to facilitate communication process. Most translation services are provided by the school staff such as administrator, J. Colon or teachers that are available and speak their language.

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>.

All staff is aware of the translation and interpretation services available through the Chancellor's regulation A-683. Arrangements are done in advance at each site to ensure that school personnel is always available to assist parents.

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: 17x | DBN: 75X017 |
| Cluster Leader: Gary Hecht | Network Leader: Stephanie Mc Castkill |
| 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: 2 # of content area teachers: 0 |

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:

Twelve (12) ELL students in grades K-5, will be instructed in two 6:1:1 classes, a k-2 and a 3-5 class, during the after school program, in alignment with their class ratios during the school day. One class will be a self-contained ESL class and the other class will be a self-contained bilingual (Spanish) class. The Title III Instructional program will take place on Mondays and Thursdays beginning March 5, 2012 and ending April 26, 2012. The sessions will take place the following dates: March 5, March 8, March 12, March 15, March 19, March 22, March 26, March 29, April 2, April 5, April 16, and April 19 from 3:00 – 5:30 (twice a week for 2 hours and 30 minutes each day for a total of 5 hours per week total). The program will run for six weeks. The program will be supported by technology with the use of computers, printers, and other technology based equipment for the students in the 6:1:1 ratio, in order to meet their special needs. Instruction will be provided by two certified bilingual teachers. Four paraprofessionals, of which two will be bilingual, will provide native language and cultural support, as well as assistance to both teachers (two students will need 1:1 crisis paraprofessionals). At least two paraprofessionals will speak the students' language (Spanish). Four paraprofessionals will work in the program rather than two to accommodate the enriched support needed for students with 1:1 needs (e.g., health, language, crisis, etc.). A secretary will be available to assist with payroll and material purchases. A bilingual administrator will be available on both days to supervise program to ensure that all compliances and instruction are conducted appropriately.

P.17X Title III will offer an after-school technology program for ELLs with disabilities that will provide a motivating, hands-on, enjoyable, supplemental and enriched opportunity for students to practice and build their listening, speaking, reading, and writing skills in English. The program will target literacy skills and social studies. The program will address ESL standard 1 (listen, speak, read and write in English for information and understanding), ESL Standard 4 (listen, speak, read, and write in English for classroom and social interaction), ESL Standard 5 (demonstrate knowledge and cross-cultural understanding), ELA alternate grade level indicators for ELA Standards 1 and 4, and social studies standard 1 (New York and US History) and 5 (civic, citizenship and government). The program will provide our ELL student population extended instruction for both standardized and alternate assessment. The language of instruction will be English.

Using technology such as digital cameras, computer software programs (e.g., Powerpoint, word processors), the Internet, and AAC, students will create projects that celebrate the diversity of our students, families and community, in order to practice using their listening, speaking, reading, and writing skills in English. ELL participants in the Title III after school program will also work on developing and expanding their social skills which are crucial to their overall development. They will also perform

Part B: Direct Instruction Supplemental Program Information

tasks that are tied to their culture, families, and communities and that address social studies AGLIs related to civics, citizenship, and history.

The after school program will deliver academic instruction and support to ELL students with a strong focus on technology. Research has shown that technology offers the students easier ways of to build vocabulary, achieve reading fluency, improve comprehension, access curriculum content, and strengthen home-school connections. Research has highlighted many benefits of using instructional technology with LEP students. Competent use of computers prevents LEP learners from "academic and social marginalization" (Murray & Kouritzin, 1997, p.187). It allows them to have the most control over the direction of their learning by controlling their time, speed of learning, autonomy, choice of topics or even their own identity (Hoven, 1992). To many students, technology is motivational and nonjudgmental. It gives them prompt feedback, individualizes their learning, and tailors the instructional sequence. Technology can meet specific student needs, increase their autonomy, allow for more responsibility, promote equal opportunities in an early nonsexist environment, encourage student cooperation with peers, and encourage them to make decisions (Burgess & Trinidad, 1997). Through the use of technology, LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, expand their language skills, and not be embarrassed for not knowing answers (Padrón & Waxman, 1996, p. 344; Lee, 2000). Consequently, it greatly helps build their self-esteem. The modules offered included: Content are instruction (ELA and Math), Technology and Fine Arts.

In addition, they will be in an educationally nurturing environment, which will offer them the opportunity to utilize their prior knowledge in order to increase literacy comprehension and language production. Teachers will be providing supplemental instruction through the use of visuals,

Technology, phonics, and additional group activities and interaction, that will help students build their basic writing skills, recognize basic familiar words and understand main ideas using textual cues. It is the goal to assist the students, through the use of an eclectic approach, in order to help them move to an intermediate proficiency level. The use of technology and communication devices will be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience and multi-sensory approaches will continue to support these students and help them with the development of the English language.

ELL students will also be provided with additional support, through the use of audio-visual aids, and cooperative learning, that enhances interaction and oral communication. In addition, students benefit from social interaction and activities, which can facilitate communication in English with other students. All of these opportunities allow students to rely on native language skills, while they acquire stronger literacy skills in the second language. Teachers will use teacher-made assessments, such as an alternate assessment rubric that's based on ESL standards, checklists, and other rubrics to assess students' performance.

Part C: Professional Development

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: As part of the on-going staff development for the teachers and paraprofessionals participating in Title III, we will be conducting three after school sessions for the bilingual and ESL teachers. Each professional development activity will be tied to and support the Title III instructional after school program. The PD program will involve: ESL strategies and skills that are aligned with ESL Learning Standards, all the components of the Workshop Model, assessment to drive instruction, i.e.: NYSESLAT and teacher assessments, unit and lesson planning, and the development of curricular and instructional material. All staff development will be geared towards meeting the academic needs of all ELL students.

The three professional developments will be held after school on three Tuesdays, 1 hour per session from 3 to 4 pm. The sessions will take place on March 20, March 27 and April 3. The topics will include Curriculum development and identifying academic goals for Title III students (first two sessions), and Creating differentiated tasks for the Title III students (last session). The two bilingual certified teachers and four paraprofessionals will attend the professional development. The two bilingual teachers will alternate the professional development. The bilingual school administrator, Ms. J. Colon, will supervise the PD and collect all pertinent materials, as well as timesheets/timecards. A licensed ESL and/or bilingual teacher will conduct the after school program. Materials will be bought to support the skills and strategies that will be implemented. Professional Development will be on the three mentioned Tuesdays from 3:00pm - 4:00pm.

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:

All Title III parents will receive written information in their preferred language(s) regarding the Title III supplemental after school program. P. 17X is committed to developing our Title III parent participation through the development of activities that will help increase and develop positive communication. P17x is planning six evening meetings on Wednesdays from 3 - 4pm. The sessions will be March 7, March 14,

Part D: Parental Engagement Activities

March 21, March 28, April 4, and April 18. The parental engagement activities will be provided by our bilingual certified Speech provider, Ms. Mercedes Guity. These events will be a celebration of our P17X family, where we will celebrate accomplishments of our students. The supervisor, Ms. J. Colon, will assist, with the help of our parent coordinator, Maria Arias, to support groups and discuss concerns of ELLs participating in Title III program with their parents. The parental engagement activities are crucial to the development and understanding of state curriculum and mandates, therefore, topics will be: Understanding the IEP goals, Using Technology in Related Services, Technology and Core Standards and Curriculum, Understanding the ARIS parent link and Community Services, and the use of PECS and communicating devices for the Title III students (2 sessions).

Prior to and during these six evening meetings all Title III parents of ELLs in a 6:1:1 will receive information in English and their native language (Spanish), including information on ways to assist their children at home and support school staff in the following areas: Technology and Education, Applied Behavior Analysis, Emergent Literacy Strategies, Mayer Johnsons symbols and Bilingual Communication boards. Parents of ELL students with learning and emotional disabilities will also receive information in their native language on Conflict resolution, Emergent and Balanced Literacy, as well as list of activities for the students to follow up at home and in the community. In addition, the meetings will cover the instructional programs, units of study and areas such as technology, social studies, and science integration.

In order to increase home-school communication, activities will be conducted throughout the year in order to celebrate the diversity of our ELL families. This will be done through special activities, music programs, and holidays geared towards the acknowledgement and celebration of our English Language Learners, their families and community. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator, Maria Arias, handles telephone and walk-in inquires. Written communication is translated into Spanish by our bilingual Assistant Principal and our Parent Coordinator. Translators are available at meetings, conferences, Title III activities and/or workshops, if needed. Teachers, related service personnel and bilingual assistant principal from P17x are available to translate in all sites. The DOE Translation and Interpretation Unit will be contacted to help us communicate with non –English speaking parents and families if our staff is unable to assist with translation and interpretation services. Parents are sent information in a timely fashion in order to make proper accommodations. Our LAP committee works on various aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, telephone calls, annual reviews, emails, etc.

Part E: Budget

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

Allocation Amount: \$11200

Part E: Budget

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

Allocation Amount: \$11200

| | | |
|---|--|---|
| | | <p>\$8.73 each = \$87.30</p> <p>3 gallons of Emers glue @ \$9.06 each = \$27.18</p> <p>5 packs of post-it wall pads @ \$21.74 each = \$108.70</p> <p>2 super extreme sharpners @ \$93.45 each = \$186.90</p> <p>2 FLWS laminator JL-125-12 1/2 @ \$122.48 each= \$244.96</p> <p>2 board translucent edge 49X29 @ \$65.78 = \$131.56</p> <p>2 boxes of SPLS 8 x 11 recycle paper @ \$6.85 each = \$ 13.70</p> <p>30 Bagasse composition notebooks @ \$1.93 each = \$ 57.90</p> <p>2 packs of 12 dry erase kits @ \$10.11 = \$20.22</p> <p>2 packs of great erase @ \$2.61 each = \$ 5.22</p> <p>5 boxes of heavy duty staples @ \$3.35 = \$16.75</p> |
| Educational Software (Object Code 199) | <p>\$513.81.....</p> <p>\$513.81.....</p> <p>\$1027.62</p> | <p>Rising Readers Interactive Collection Volume 1 - Famis # 901890626</p> <p>Rising readers Interactive Collection Volume 2 - Famis # 901890634</p> |
| Travel | 0 | 0 |
| Other | 0 | 0 |

Part E: Budget

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

Allocation Amount: \$11200

| | | |
|--------------|-----------|--|
| TOTAL | 11,199.99 | |
|--------------|-----------|--|