



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : DAMROSCH DAY TREATMENT SCHOOL: P186X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75x186

PRINCIPAL: AVA C. KAPLAN EMAIL: AKAPLAN3@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
Ava C. Kaplan	*Principal or Designee	
Donald Albright	*UFT Chapter Leader or Designee	
Moultice Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Thresea Brown	Member/Parent	
Trnise Patterson	Member/Parent	
Maria Valencia	Member/Parent	
Mattice McBride	Member/Parent	
Vito Faccilonga	Member/P186X	
Troy Gorodess	Member/P186X	
Eric Duke	Member/P186X	

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

- By June 2012, students will increase time on task as evidenced by a 15% decrease in total level reassignments using the school's current behavioral management program.

Comprehensive needs assessment

P.186X uses the behavioral management system as a means to increase appropriate behaviors to support academic and socio-emotional growth for all students. In order for students to reach levels of academic proficiency, there is a need to increase the amount of time students spend while engaged in rigorous, academic tasks. By decreasing level reassignments, students are affording themselves the opportunity to learn.

Instructional strategies/activities

- September 2011- October 2011: Teachers will use the school's data collection sheets to record level reassignments and establish baseline data.
- September 2011- June 2012: Each week teachers submit weekly data collection sheets to the Unit Coordinators and the Data Specialist. The Data Specialist creates executive summaries delineating a prioritized ranking of level reassignments throughout the organization. These summaries are shared and discussed with teachers during Small Learning Community and Grade Level meetings. Each month teachers, clinicians, the Data Specialist, Assistant Principals, and the Principal will review data in order to formulate behavior management strategies and action plans (ex. Therapeutic Crisis Intervention, Power of Choice, and Token Economy System) to increase appropriate behaviors.
- September 2011- June 2012: Monthly celebrations using data from executive summaries will identify classes and individual students who are progressing towards reducing level reassignments.
- January 2012: A 7.5% decrease in level reassignment will be noted.

Strategies to increase parental involvement

P186X is not a Title 1 School.

- During the intake process, parents/guardians are introduced to administration, instructional team, clinical team and Parent Coordinator. A discussion is held to acclimate and describe to the families the academic, Positive Behavior Intervention Support (PBIS) and community outreach the school does to support the school and home.
- ARIS Parent Link
- PBIS Parent Workshop will be held in January 2012
- PA/SLT Monthly Meetings are held
- Global-1 Communication System is used to inform families of pertinent information/announcements
- Parent Newsletters disseminated
- Celebrations/Special Olympics/Multi Cultural Fair/Holiday Shows
- Daily PBIS Point Sheets are sent home signed by the parent/guardian and returned to school
- Individual Reporting System (IRS) form is sent home to family at the end of every unit of study (approximately every 6 weeks)

Strategies for attracting Highly Qualified Teachers (HQT)

- P186X lists openings on the NYCDOE website when there is an available position.
- P186X has affiliations with Mercy College, Pace University, and NYU. P186X is a summer NYC Teaching Follows placement site. All undergraduate and graduate students are trained in academic programs/curriculums and PBIS/school wide Behavior Management System while completing their student teaching/ internship hours.
- The Administrative team attends Job Fairs to scout potential pedagogical staff.
- P186X has a four prong application process. Applicants come to the school and are informed of our philosophy, vision and mission. Applicants visit 4-6 classes and then de-brief with administration about the visitation process. Once references are checked and if deemed a good fit for our school, applicants come back a second time and are assigned to specific classes to follow throughout the day. If appropriate, the applicant comes back to the school for a third time and completes a demonstration lesson. A determination is then made to offer applicants available positions.
- In addition to Professional Development (PD) workshops offered by District 75, teachers register for PDs within NYS or Professional Organizations that are applicable to the student grades/classification.
- In-house PDs are provided by the administrative staff, School-Based Coach, Data Specialist, teachers, clinicians, and District 75 Coaches throughout the school day.

Service and program coordination

- Youth Officers from the 42nd Precinct visit our main campus at a minimum of two times per year to discuss violence prevention, gang awareness, and positive decision making.
- Coordination between the school and community-based mental health programs and psychiatric hospitals to monitor the psychological and psychiatric needs of all students.

Budget and resources alignment

- Tax Levy

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

- By June 2012, students will demonstrate an increase in reading skills as evidenced by attaining at least a 10% increase in the mean scale scores for grades 3, 4, and 5 and a 5% increase in the mean scale scores for grades 6, 7, and 8 as measured by using Ed Performance.

Comprehensive needs assessment

According to state assessment data:

- 74.4% of our Standardized Assessment students, all grades 3-8, achieved Level 1 on the 2010-2011 NYS ELA exam
- 23% of our Standardized Assessment students, all grades 3-8, achieved Level 2 on the 2010-2011 NYS ELA exam

Instructional strategies/activities

- September 2011- During staff orientation, in order to improve instructional practices, teachers will participate in professional development trainings on exposure to Charlotte Danielson's Framework for Teaching which will include the four (4) domains of teaching responsibility (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities), Depth of Knowledge strategies, and implementing the workshop model utilizing the P.186X curriculum/ pacing calendars.
- September 2011-November 2011: Data Specialist and School-Based Coach will facilitate workshops on implementing the selected tasks from the NYS Common Core Standards that will be the foci for the 2011-2012 school year and identifying Best Practices for administrating the Ed Performance Periodic Assessment.
- October 2011- December 2011: School-Based Coach and Data Specialist will meet with Standardized Assessment teachers in Teacher Teams/Grade Level Meetings to analyze specific learning targets that address specific students' needs in the areas of reading while implementing the workshop model.
- January 2012- February 2012: An analysis of data from the EdPerformance assessment will demonstrate a 5% increase in the mean scale scores for students in grades 3, 4, and 5 and a 2.5% increase in the mean scale scores for students in grades 6, 7, and 8.
- January 2012- February 2012: The School- Based Coach and the Data Specialist will disseminate data and instruction in order to prepare standardized assessment teachers for the second administration of the Ed Performance Assessment given during the second administration window.
- April 2012- June 2012: The final administration of the EdPerformance Periodic Assessment will be given.
- April 2012- May 2012: Assistant Principals, School- Based Coach, and the Data Specialist will meet with standardized assessment teachers in small learning community/ grade level meetings to analyze specific learning targets that address specific students' needs in the areas of reading while implementing the workshop model.

Strategies to increase parental involvement

P186X is not a Title 1 School.

- During the intake process, parents/guardians are introduced to administration, instructional team, clinical team and Parent Coordinator. A discussion is held to acclimate and describe to the families the academic, Positive Behavior Intervention Support (PBIS) and community outreach the school does to support the school and home.
- ARIS Parent Link
- Global-1 Communication System is used to inform families of pertinent information/announcements
- Parent Newsletters disseminated
- Daily PBIS Point Sheets are sent home, signed by the parent/guardian and returned to school
- Individual Reporting System (IRS) form is sent home to family at the end of every unit of study (approximately every 6 weeks)

Strategies for attracting Highly Qualified Teachers (HQT)

- P186X lists openings on the NYCDOE website when there is an available position.
- P186X has affiliations with Mercy College, Pace University, and NYU. P186X is a summer NYC Teaching Follow site. All undergraduate and graduate students are trained in academic programs/curriculums and PBIS/school wide Behavior Management System while completing their student teaching/ internship hours.
- The Administrative team attends Job Fairs to scout potential pedagogical staff.
- P186X has a four prong application process. Applicants come to the school and are informed of our philosophy, vision and mission. Applicants visit 4-6 classes and then de-brief with administration about the visitation process. Once references are checked and if deemed a good fit for our school, applicants come back a second time and are assigned to specific classes to follow throughout the day. If appropriate, the applicant comes back to the school for a third time and completes a demonstration lesson. A determination is then made to offer applicants available positions.

Service and program coordination

- The Data Specialist and School-Based Coach hold in-house PDs demonstrating how best to use student performance data, set instructional goals and deliver meaningful instruction based on students' needs.
- In-house PDs focus on analyzing student work and implementing effective instructional strategies.

Budget and resources alignment

- Budget Code ...will be used to support after school/per session monies for staff to participate in PDs related to analyzing student work.
- During school hours, Lunch and Learns, for staff to participate in ELA PDs presented by District 75 ELA Coach.

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

- By June 2012, P.186X will increase parental communication by distributing interim academic/behavioral progress reports to parents five times a year as evidenced by a 15% return rate.

Comprehensive needs assessment

- Based upon feedback from the 2010-2011 NYC Quality Review, the reviewer recommended that P.186X increase communication between school and home related to their child's academic progress.
- There was a 32% return rate for the Learning Environment Survey last year. With this increase in communication, hopefully there will be an increase in family involvement due to consistent communication between school and community.

Instructional strategies/activities

- September 2011- June 2012: Students will receive standards-based, weekly assessments on classroom instruction in English Language Arts and Mathematics. Weekly assessment scores will be collected by the Data Specialist on existing data collection sheets which will be analyzed by student, class, and grade level. Every six weeks an average grade will be calculated in English Language Arts and Mathematics. Teachers will then use the P.186X Interim Progress Report form to update unit assessment data, behavioral data, and rates of attendance. These reports will be distributed to the Principal, clinicians, and parents for review.
- September 2011-October 2011: The Data Specialist, School-Based Coach, and teachers will analyze weekly and unit assessment data during grade level meetings. These meetings will provide teachers with additional strategies to differentiate instruction and identifying students who are in need of Tier 2 and Tier 3 academic intervention services.
- September 2011- June 2012: The Parent Coordinator will notify parents of the release dates of the interim academic/behavioral progress reports using Global Connect-1, a parent communication system, which sends messages directly to student homes.
- September 2011- June 2012: Parents will receive six interim academic/behavioral progress reports. Parents are expected to sign, date, and return each progress report. These reports will be stored in Benchmark Folders.
- September 2011- June 2012: The Data Specialist will generate a list of students who have met the criteria of achieving 85% on unit assessments and thus be designated as P.186X Honor Roll recipients.
- January 2012: There will be a 7.5% return rate increase of parental communication reports.

Strategies to increase parental involvement

P186X is not a Title 1 School.

- During the intake process, parents/guardians are introduced to administration, instructional team, clinical team and Parent Coordinator. A discussion is held to acclimate and describe to the families the academic, Positive Behavior Intervention Support (PBIS) and community outreach the school does to support the school and home.
- ARIS Parent Link
- Global-1 Communication System is used to inform families of pertinent information/announcements
- Parent Newsletters disseminated
- Daily PBIS Point Sheets are sent home, signed by the parent/guardian and returned to school
- Individual Reporting System (IRS) form is sent home to family at the end of every unit of study (approximately every 6 weeks)

Strategies for attracting Highly Qualified Teachers (HQT)

- P186X lists openings on the NYCDOE website when there is an available position.
- P186X has affiliations with Mercy College, Pace University, and NYU. P186X is a summer NYC Teaching Follow site. All undergraduate and graduate students are trained in academic programs/curriculums and PBIS/school wide Behavior Management System while completing their student teaching/internship hours.
- The Administrative team attends Job Fairs to scout potential pedagogical staff.
- P186X has a four prong application process. Applicants come to the school and are informed of our philosophy, vision and mission. Applicants visit 4-6 classes and then de-brief with administration about the visitation process. Once references are checked and if deemed a good fits for our school, applicants come back a second time and are assigned to specific classes to follow throughout the day. If appropriate, the applicant comes back to the school for a third time and completes a demonstration lesson. A determination is then made to offer applicants available positions.

Service and program coordination

- Monthly PDs related to topics of interest resulting from the Parent Needs Survey that is disseminated in September, 2011
- Invite agencies to the school to discuss Medical/Social Security/Housing, etc issues

Budget and resources alignment

- Monies scheduled in Activity Code YY5U and Other Than Personnel Services (OTPS).

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

- By June 2012, for Alternate Assessment students, there will be a 10% increase in the mean scale score in reading as evidenced by the Unique Learning System assessments.

Comprehensive needs assessment

- Alternate Assessment students are not proficient in reading skills based upon baseline assessments, from Unique and the Brigance, to determine the student's reading levels. Special emphasis will be placed on increasing independence through in decoding, phonemic awareness, fluency, and reading comprehension.

Instructional strategies/activities

- September 2011: During staff orientation, Alternate Assessment teachers will receive a PD training on implementing Unique Learning system. AP and Alternate Assessment Coordinator will meet with the staff to address their specific student data prior to implementing the system in their classroom
- November 2011: During PD, AP, Alternate Assessment Coordinator and Unique System School Specialist will facilitate trainings on Best Practices for administering Pre/Post/establishing benchmarks/core rubrics and Monthly Checkpoints
Unique System School Specialist will meet once a week, with AP, during Teacher Team Meetings to identify student's reading needs- in reading comprehension, fluency, phonemic awareness and decoding
- November 2011-June 2012: AP, Alternate Assessment Coordinator and Unique Assessment System School Specialist will hold a grade level meeting to review the data collected and discuss the next steps to improve the students' progress
- January 2012: A 5% increase in the mean scale score in reading as evidenced by the Unique Learning System

Strategies to increase parental involvement

P186X is not a Title 1 School.

- During the intake process, parents/guardians are introduced to administration, instructional team, clinical team and Parent Coordinator. A discussion is held to acclimate and describe to the families the academic, Positive Behavior Intervention Support (PBIS) and community outreach the school does to support the school and home.
- Families are sent a letter informing them of the unit of study their child/guardian will be learning that specific month. Also, monthly Progress Reports will be sent home to the families to inform them of their child's/guardian's progress
- Global-1 Communication System is used to inform families of pertinent information/announcements
- Parent Newsletters disseminated
- Daily PBIS Point Sheets are sent home, signed by the parent/guardian and returned to school

Strategies for attracting Highly Qualified Teachers (HQT)

- P186X lists openings on the NYCDOE website when there is an available position.
- P186X has affiliations with Mercy College, Pace University, and NYU. P186X is a summer NYC Teaching Follow site. All undergraduate and graduate students are trained in academic programs/curriculums and PBIS/school wide Behavior Management System while completing their student teaching/ internship hours.

- The Administrative team attends Job Fairs to scout potential pedagogical staff.
- P186X has a four prong application process. Applicants come to the school and are informed of our philosophy, vision and mission. Applicants visit 4-6 classes and then de-brief with administration about the visitation process. Once references are checked and if deemed a good fit for our school, applicants come back a second time and are assigned to specific classes to follow throughout the day. If appropriate, the applicant comes back to the school for a third time and completes a demonstration lesson. A determination is then made to offer applicants available positions.

Service and program coordination

- In addition to Professional Development (PD) workshops offered by District 75, teachers register for PDs within NYS or Professional Organizations that are applicable to the student grades/classification.
- In-house PDs and support are provided by the administrative staff, Unique System School Specialist, and teachers throughout the school day.

Budget and resources alignment

- Purchased the Unique Learning System
- N/A- Lunch and Learns PDs will be held throughout the school year

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

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.

Instructional strategies/activities

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

Strategies 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.

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.

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.

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.

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	52	52	N/A	N/A		Grades K-5: 55	Grades K-5: 152	
1	37	37	N/A	N/A				
2	63	63	N/A	N/A				
3	65	63	N/A	N/A				
4	61	60	62	62				
5	70	62	70	70				
6	54	53	56	56	Grades 6-8: 25	Grades 6-8: 80		
7	58	57	58	58				
8	38	40	40	40				
9	1	1	1	1				
10	3	3	3	3				
11	2	2	2	2				
12	1	1	1	1				

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: During the school day and in small group setting</p>	<ul style="list-style-type: none"> • Sadlier Phonics- Phonetic approach to decoding and spelling words, reading and writing. • Leap Frog and Quantum Pad Learning Systems- Phonics, phonological awareness decoding, vocabulary, reading fluency, and comprehension • Words Their Way- Word study for phonics, phonemic awareness, vocabulary, and spelling • Voyager Passport- Phonetic awareness, phonics, fluency, increase comprehension and build vocabulary • Great Leaps Reading-Drill and practice for reading fluency through sight sound relationships, sound awareness, sight phrases, and reading passages Strategies for decoding multi-syllabic words, fluency through sight-sound relationships, test taking strategies • REWARDS- Strategies for decoding multi-syllabic vocabulary words, fluency, comprehension, test-taking strategies, content-area reading and writing • Steck Vaughn Power Up- Reading comprehension skills coupled with test strategies • Quick Reads- Small-sized non-fiction emergent readers for adolescents focusing on reading comprehension, reading fluency, phonemic awareness and writing skills • Reading Attainment System- Reading comprehension, vocabulary building, and word attack skills • Step Up to Writing- Multi-sensory strategies for narrative, persuasive and expository writing • Starfall.com- Wed based program developing letter recognition and phonemic awareness skills • GeoSafari- Phonics Lab- Interactive game- teaches letters and letter sounds • GeoSafari- Word Lab- Interactive game- teaches antonyms, synonyms, homophones, plurals, contractions and spelling strategies

<p>Mathematics: During the school day and in small group setting</p>	<ul style="list-style-type: none"> ● Great Leaps Math- Drilled exercises in building mathematics facts in addition, subtraction, multiplication and division ● Everyday Mathematics Games- Drill exercises aimed primarily at building fact and operations skills ● Math Steps- Practice in basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, and percents ● Summer Success Math- Introduces, reinforces, and reviews key math concepts ● Achieve It!- Differentiated instruction: diagnose, instruct, prescribe, develop, reteach, and achieve; skill by skill, individualized instruction & practice, test-taking strategies ● Impact Test Practice- Test taking strategies- mathematic practice ● Math Skill Builders- Test taking practice- drill and practice of mathematic concepts
<p>Science: During the school day and in small group setting</p>	<ul style="list-style-type: none"> ● Quick Reads- Increase reading strategies and comprehension using Science reading passages ● Science State Exam- Science concepts and test taking strategies ● Apple Laptop Carts- Small group and 1:1 instruction in various Science activities
<p>Social Studies: During the school day and in small group setting</p>	<ul style="list-style-type: none"> ● Quick Reads- Increase reading strategies and comprehension using Social Studies reading passages ● Apple Laptop Carts- Small group and 1:1 instruction in various Social Studies activities
<p>At-risk Services provided by the Guidance Counselor: During the school day</p>	<p>Counseling 2 times per week for 30 minutes each child 1 session 1:1 and 1 session 1:2. Parent outreach and agency referrals as needed</p>
<p>At-risk Services provided by the School Psychologist: During the school</p>	<p>Counseling 2 times per week for 30 minutes each child 1 session 1:1 and 1 session 1:2. Parent outreach and agency referrals as needed</p>
<p>At-risk Services provided by the Social Worker: During the school day</p>	<p>Counseling 2 times per week for 30 minutes each child 1 session 1:1 and 1 session 1:2. Parent outreach and agency referrals as needed</p>
<p>At-risk Health-related Services: During the school day</p>	<p>School nurses assume responsibility of any health related services for all of P186X students, as needed or IEP mandates.</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 Garry Hecht/Adrienne Edelstein	District 75	Borough Bronx	School Number 186
School Name The Walter Damrosch Day Treatment School			

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

Principal Ava C. Kaplan	Assistant Principal Vito Faccilonga
Coach Ashley D. Hodge	Coach type here
ESL Teacher Andrea Szecsenyi	Guidance Counselor Maria Mercado
Teacher/Subject Area Yelena Vassilyeva, ESL	Parent type here
Teacher/Subject Area Alena Medzyanovskaya, ESL	Parent Coordinator Mildred Diaz
Related Service Provider type here	Other Troy Gorodess, Data Specialist
Network Leader type here	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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	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	522	Total Number of ELLs	121	ELLs as share of total student population (%)	23.18%
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Part II: ELL Identification Process

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

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

1Paste response to questions 1-6 here

P186x is a K-8 school, and has a total of 522 students. The student population is comprised of 53% Hispanic, 42.5% Black, 2.1% White, 1.9% Asian, and 0.5% Native American (Percentages do not total 100 due to rounding). There are 121 English Language Learners (ELLs) in the school, 23.2% of the student population, 26 students with a bilingual designation, 74 ESL students, and 21 students whose IEP indicates Monolingual without ESL services. Grade breakdown of ELLs is the following: K: 11 students, 1st grade: 18 students, 2nd grade: 18 students, 3rd grade: 14 students, 4th grade: 15 students, 5th grade: 11 students, 6th grade: 14 students, 7th grade: 10 students, 8th grade: 10 students. The school also serves 34 ELLs whose IEP indicates monolingual without ESL services by administering the NYSESLAT to them. Our school currently does not provide a bilingual program; English Language Learners receive freestanding ESL services. The following is the language breakdown according to the Home Language Identification Survey: 112 Spanish, 1 Albanian, 2 Mandingo, 3 Bengali, 2 Wolof and 1 Sarahully (a dialect of Swahili). Grade breakdown of Spanish speaking ELLs is the following: K: 11 students, 1st grade: 13 students, 2nd grade: 18 students, 3rd grade: 14 students, 4th grade: 12 students, 5th grade: 11 students, 6th grade: 14 students, 7th grade: 10 students, 8th grade: 9 students. Our Albanian speaking ELL is in 1st grade and Sarahully speaking ELL is in 4th grade. One of our Mandingo speaking students is in 4th grade and the other one is in 1st grade. Both Wolof speaking ELLs are in the first grade. One Bengali speaking ELL can be found in each of the fojllowing grade: 1st grade, 4th grade and 8th grade. Our students exhibit a variety of disabilities and age ranges, 79 ELLs participate in alternative assessment, and 42 students in standardized assessment.

Our school ensures that all new entrants to the NYC school system have a Home Language Identification Survey (HLIS) on file. If the HLIS is not completed at the CSE level ESL teachers and Bilingual Counselors or Monolingual Counselors with the assistance of Bilingual Parent Coordinator administer the HLIS and conduct oral interviews during the intake process. Only Spanish speaking Bilingual Counselors and Parent Coordinator are available at our school; however the school ensures that the HLIS is available in the native language of all parents. The ELL Team also reviews the RLER report on a weekly basis in order to identify all students eligible for LAB-R testing both new entrants and students who have been in a school system elsewhere. ESL teachers administer the LAB-R within 10 days of initial enrollment. The LAB-R is given to all eligible students (when their HLIS form indicates that their home language is not English) to check their level of English ability and determine if they are eligible for ESL services. For all students whose home language is Spanish, ESL Teachers administer the Spanish LAB-R to determine the student's proficiency in Spanish. One ESL teacher who speaks Spanish administers all the Spanish LAB-R tests at the main site. Another ESL teacher with the help of a Spanish speaking Bilingual Speech Teacher administers the Spanish LAB-R at the off-sites.

In District 75 schools the CSE informs parents of the three program choices (Transitional Bilingual Education, Dual Language and Freestanding ESL) available in New York City public schools, explains the the three program choices and ensures that that parents understand the availability of the program choices in each school. The CSE also decides with the involvement of a multidisciplinary team and the parents which program model each student with disabilities would benefit the most from. The school provides an ELL

parent orientation at the beginning of each school year. ESL teachers with the assistance of the Parent Coordinator organize and conduct this parent orientation. Parents are notified about the parent orientation in writing both in English and in their native language.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered every year in April and May to measure ELL students' growth in acquiring English. Every ELL student in our school take the test. Both standardized assessment and alternative assessment students participate in the NYSESLAT every year. The ELL team reviews the RLER report each spring to ensure that all students who are eligible for NYSESLAT take the test. Andrea Szecsenyi, ESL teacher and Yelena Vassilyeva, ESL teacher administers the NYSESLAT at the main site. Alena Medzyanovskaya, ESL teacher administers the NYSESLAT at the off-sites. The test is administered in different grade "bands". The Speaking component of the test is administered individually. The Listening, Reading and Writing component of the test is administered to ELLs in small groups.

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):
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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	121	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	121
SIFE	1	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	9

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										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	86	1	86	26		26	9	0	9	121
Total	86	1	86	26	0	26	9	0	9	121

Number of ELLs in a TBE program who are in alternate placement: 26

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	11	13	18	14	12	11	14	10	9					112
Chinese														0
Russian														0
Bengali		1			1				1					3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other		3			2									5
TOTAL	11	18	18	14	15	11	14	10	10	0	0	0	0	121

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?

Paste response to questions 1-7 here

All of our ELL students participate in an instructional program that addresses their academic, language, social, and cultural strengths and needs, and is based on New York State ESL and ELA Performance Standards. One-hundred students are mandated for Bilingual or English as Second Language (ESL) services. 26 ELLs are mandated for bilingual instruction services (BIS) and 74 ELLs for ESL services only. P186x provides an ESL program by three New York State ESL certified teachers, who serve ELLs both at the main site, and at the off-sites. The ESL teachers provide academic support and instruction in English, 360 minutes a week for both Alternate Assessment and Standardized Assessment students, who are at the beginner or intermediate level Kindergarten through 8th grade. Students who reach the advanced level receive 180 minutes per week ESL instruction, and 180 minutes per week ELA instruction. Students who are mandated for bilingual instruction, as per their IEPs, are provided with ESL services by a certified ESL teacher, as per CR Part 154 mandates, as well as the services of an Alternate Placement Paraprofessional, who speak the students' native languages and English. The Alternate Placement Paraprofessional works in conjunction with the ESL and the classroom teacher to provide comprehensible input for the students. The goal of the instructional program is to assist students in improving English proficiency and meeting state and city academic standards.

The ESL teachers implement a pull out program, with heterogeneous classes for Standardized Assessment Students. These students are not provided push-in ESL services because in accordance with their IEP mandates and their grade level they are in several different classes. Students at the beginner and intermediate level receive 360 minutes per week ESL instruction, while students at the advanced level receive 180 minutes as required under CR Part 154. Literacy instruction for standardized assessment ELLs is provided by both the monolingual classroom teachers and the ESL teachers. Primary literacy instruction for ELL students is based on programs like Foundations, Words Their Way and Treasures with the use of technology and adaptation of literacy materials to meet the needs of students with a variety of disabilities. ESL teachers, classroom teachers and content area teachers collaborate on finding effective strategies for ELLs to improve their Math, Science and Social Studies skills. The Harcourt Science program classroom teachers use at the school provides systematic ESL/ESOL support. ESL teachers and classroom teachers of ELLs meet once a week during common preparation periods to discuss student progress, plan lessons, create materials and assessment tools, and evaluate lessons.

A. Programming and Scheduling Information

Standardized Assessment students receive academic support with the use of various approaches, methodologies, and classroom techniques; such as Cooperative Learning, Whole Language Instruction, Community Language Learning, Natural Approach, as well as different types of scaffolding instruction strategies such as Modeling, Bridging, Contextualization, Schema Building, Text Representation, and Meta Cognitive Development. The instructional program's goal is to raise academic achievement, develop and improve academic language, acquire English proficiency, and achieve state standards for ELLs.

ELL students in Alternate Assessment Programs are exposed to a variety of learning strategies to improve their English proficiency and emergent literacy skills. The ESL teachers implement push-in and pull-out programs. Alternative assessment students at the beginner or intermediate level receive 360 minutes per week ESL instruction, and students at the advanced level receive 180 minutes per week ESL instruction. The push-in model consists of collaborative team teaching involving the ESL teacher and classroom teachers working collaboratively, planning lessons and curriculums during scheduled common preparation periods. Classroom teachers and ESL Teachers plan lessons, create materials and assessment tools, and evaluate the effectiveness of lessons once a week during common preparation periods both at the elementary and at the middle school level. Lessons include teacher / student created emergent literacy books that utilize repetition and picture representation symbols. Through listening and sensory processing techniques, the ELL students learn sound/symbol relationships, and improve their vocabulary and expressive and receptive language skills. The ESL teachers also use strategies such as Total Physical Response (TPR) and Auditory Representation to support student learning. ESL teachers and classroom teachers use native language assessments, such as the Spanish LAB-R to evaluate students' skills in their native languages, and assist them to transfer these skills to the second language. All students at P186X are provided by differentiated instruction in small groups to meet their diverse needs, The instructional intervention program for ELL students has been effective in assisting students in achieving academic, functional, social and transitional goals.

In addition to mandated ESL services SIFE students and newcomers at P186x receive Academic Intervention Services, Positive Behavioral Support, bilingual counseling, native language support and they also participate in Title III afterschool program. ESL teachers use the ACCESS Newcomers program with newcomer ELLs to build oral language, focus on essential and high-frequency words and teach key vocabulary and concepts from content areas. Plans for long term ELLs include: daily AIS in the content areas, extended day, and the use of technology. ESL teachers differentiate instruction for Long-Term ELLs by focusing on teaching academic language and explicitly teaching test taking strategies. ESL teachers also use The Heinle Sam and Pat Beginning Reading and Writing series with SIFE students and Long-Term ELLs with low-literacy skills. Students who received an extension of services receive mandated ESL services, as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT. In addition, they receive AIS in reading and the content areas, PBS, counseling and they can participate in the Title III after school program. Starting in the 2011-2012 school year, P186X will also use Rigby's On Our Way to English with Alternate Assessment and Standardized Assessment ELLs who have received more than three years of ESL services to supplement literacy instruction and improve academic vocabulary.

P186X provides services for students with disabilities in a variety of setting to meet their needs within the least restrictive environment. The school offers 3R, 4R, 6R classes and inclusive education. The mission of Inclusive education is to support all students with diverse abilities and needs in the general education programs of the New York City Department of Education. Students attend the inclusive program with the support of a P186X special education teacher (Special Education Teacher Support Service provider, aka SETSS provider) and a paraprofessional who supports all students in the class with a focus on the students from P186X. The paraprofessionals accompany dyads of students to general education classes as mandated by individual IEPs. The SETSS provider adapts and modifies curriculum from general education classes in keeping with the students' Individualized Educational Program and supervises the work of the team. English Language Learners are part of the inclusive program based on their academic, social and emotional progress and continue to receive mandated ESL services. Bilingual students who are in inclusive education will be supported by an alternate placement paraprofessional who speaks their native language.

In response to the state citation P186X states that we serve all English Language Learners as per their IEP.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

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.



B. Programming and Scheduling Information--Continued

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

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ESL teachers supplement Math and Science instruction by providing explicit academic language instruction to make content more accessible for ELLs. In social studies ESL and classroom teachers preteach reading assignments and vocabulary and help ELLs link the unfamiliar with the familiar in order to activate prior knowledge through the use of graphic organizers and thinking maps. ESL teachers also promote the use of jigsaw learning and thinking maps to support ELLs in the content areas. The state of the art school library, classroom libraries and the ESL classroom library contain leveled literacy in English, multicultural books, recorded books in a variety of genres that reflect the cultural background of ELLs. Most of our ELLs are not literate in their first language, therefore they are not able to transfer these skills into second language literacy. ESL teachers encourage parents to read to their children in their first language.

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E. Parental Involvement

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

Paste response to questions 1-4 here

The intervention for ELL students begins with an intake procedure that describes the mandated services and the ESL program to the parents. The options for parents of ELL students are discussed during the Committee on Special Education (CSE) process at the Educational Planning Conference. Parents are encouraged to be involved in the decision-making process through participation on a committee that supports and advocates the students' academic achievement. This committee includes the Homeroom, ESL, and Speech teachers, Counselors, Social Workers, other Related Service providers, one to one paraprofessionals if mandated, and parents or family members of ELLs.

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C. Schools with Dual Language Programs

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

Bili

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

The District 75 Office of English Language Learners professional development throughout the year for ESL teachers, assistant principals, bilingual/ESL coordinators, paraprofessionals, bilingual teachers, psychologists, occupational/physical therapists, secretaries and parent coordinators. This professional development supports research-based data and resources on ESL strategies for differentiated instruction for ELLs with disabilities. Teachers are encouraged to attend Professional Development workshops, ELL conferences provided by the Central Office, the New York State BETAC, and professional organizations such as NYS TESOL. All newly hired teachers participate in a 10-hour Language Acquisition course at the District 75 Office of English Language Learners. ESL teachers provide professional development to

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Part V: Assessment Analysis

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Both standardized assessment and alternative assessment students participate in the NYSESLAT every year. In Spring 2011 115 students participated in the NYSESLAT. 6 students did not meet all components of the assessment and did not receive a score. All

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

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)	9	13	14	4	12	6	12	6	8					84
Intermediate(I)	1	1	2	7	2	2	2	2	3					22
Advanced (A)				3	3		1	1	1					9
Total	10	14	16	14	17	8	15	9	12	0	0	0	0	115

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	9	6	7	1	7	5	11	4	6				
	I		5	2	3	4	1	1	1	4				
	A		3	5	8	6	2	3	3	2				
	P	1		2	2					1				
READING/ WRITING	B	8	13	13	4	12	6	12	6	8				
	I	2	1	2	6	4	2	2	2	3				
	A			1	4	1		1	1	1				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	1			9
4	4				4
5	6				6
6	1				1
7	2				2
8	1				1
NYSAA Bilingual Spe Ed	2		8	33	43

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		2						8
4	3		3						6
5	3		2		1				6
6	1								1
7	2								2
8	1								1
NYSAA Bilingual Spe Ed					9		31		40

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5								5
8	1								1
NYSAA Bilingual Spe Ed					1		10		11

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

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

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Paste response to questions 1-6 here

Both standardized assessment and alternative assessment students participate in the NYSESLAT every year. In Spring 2011 115 students participated in the NYSESLAT. 6 students did not complete all four parts of the assessment and did not receive valid scores. When analyzing the test scores of 61 students who have completed all four parts of the assessment in the past year, data indicates that 73% (84 students) of our students are at the beginner level, 19% (22 students) are at the intermediate level, and 8% (9 students) are at the advanced level.

English Language Learners at P186X are performing better in the speaking and listening part of the test and their improvement is faster in these areas. This is true for all our students across proficiencies and grade levels. Most of these ELLs have severe developmental delays or learning disabilities, therefore acquiring literacy in any language is particularly challenging for them. While only 48% of students (56 students) are at the beginning level in the modality aggregate of speaking and listening, 71% (82 students) performed at the beginning level in reading and writing. Teachers who are working with ELLs are aware that reading and writing are more difficult for the students, and concentrate on improving literacy skills, keeping in mind that the four modalities, listening, speaking, reading, and writing cannot be taught separately. Even though a large number of the students remain on the same proficiency level an improvement can be observed in the raw scores of students in all language skills.

23 Standardized Assessment ELLs participated in the Spring 2011 NYS ELA assessment. 22 (96%) of them scored at Level 1, and 1 student scored at level 2. 24 Standardized Assessment ELLs participated in the Spring 2011 NYS Math assessment. 16 ELLs scored at Level 1 (67%), 7 ELLs at Level 2 (29%) and 1 student at Level 3 (0.4%). 6 Standardized Assessment ELLs participated in last year's state science assessment, all of them scoring at Level 1. The fact that ELLs performed better on the math assessment than on the ELA assessment indicates that both ESL and classroom teachers have to concentrate on improving literacy skills of ELLs. However ESL teachers will keep integrating content area concepts and vocabulary into their lessons.

ELL Alternate Assessment ELLs participate in the NYSAA Datafolios every year. They participate in this assessment in English, but bilingual paraprofessionals are available to assist them during the assessment process. In Spring 2011 43 ELLs participated in NYSAA ELA, 2 (0.4%) scoring at Level 1, 8 (18.6%) scoring at Level 3 and 33 (76.7%) scoring at Level 4. 40 ELLs participated in NYSAA Math test, 9 (22.5%) scoring at Level 3, and 31 (77.5%) scoring at Level 4. 11 ELLs who participated in the Spring 2011 NYSAA Science test scored as follows: 1 ELLs Level 3 (0.9%), and 10 ELL Level 4 (90.9%). NYSAA scores of ELLs have improved considerably from last year, however data still does not show any significant difference between the test scores of ELLs and non-ELLs on the NYSAA. ESL

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75x186 School Name: The Damrosch Day Treatment School

Cluster: District 75 Network: 751

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.

Based on family input, data from the Home Language Survey (HLS), Report of Preferred Language (RAPL) from ATS, and the school's intake process, the school is able to determine the parents'/guardians' specific language needs in order to provide and include them in all facets of their child's academic/ behavioral progress and school celebrations/trainings.

When a parent and child arrive at P186X, we create a rapport with the family in order to establish a positive working relationship with them. During the intake process, individual interviews are conducted by bilingual counselors and monolingual counselors with the help of the parent coordinator and ESL teachers to discuss and obtain information from the family by:

- Completing a Home Language Survey
- Reviewing IEP information and conducting interviews to assess the primary language needs of the family and the child.
- Completing a Parent's needs assessment/survey form
- Where applicable translators assist monolingual clinicians in the intake process.
- Where applicable an Alternate Placement Paraprofessional is assigned to the student in order to translate instruction from English to the child's Native Language and is introduced to the parent to increase the comfort level.
- P186X parent coordinator completed training and is a certified Spanish to English, English to Spanish interpreter/translator

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

The students and their families come from diverse backgrounds. During intake process, families inform us of their language needs. Their needs are also identified through the above noted data systems. Families receive information through Parent Newsletters, Monthly Parent Meetings, flyers, the Global 1 Communication System, ARIS Parentlink, and attending celebrations.

P186X has 136 (29%) families whose primary language is not English. The primary language of 92% of these families (125) is Spanish. The school's needs assessment survey found that 60% (79) of the non-English speaking families need language assistance services. In case of Spanish translation and interpretation are done immediately at the school, in the case of other languages (Mandinka, Afrikaans, French, Twi, Bengali, Wolof, and Soninke) the school requests the services of the Central Office of Interpretation and Translation, and bilingual paraprofessionals also assist the families.

P186X determines within 30 days of a student enrollment the primary language of each parent and whether they require language assistance services. The school maintains records of the primary language of each parent in ATS and on the student's emergency card. Home Languages are also recorded on each student's IEP. These records are available to school personnel who are involved in the education of the child. School personnel and parents also receive notifications about the availability of translation and interpretation services. Teachers and counselors are notified about the languages represented in our school.

Invitations are sent out in the families' Native Language informing them of the specific workshop/training. The Parent Coordinator and clinicians also notify families, via phone calls and newsletter, to inform them of the workshops/trainings.

During parent workshops, the parent coordinator or Bilingual clinicians translate the information into Spanish as the English speaker makes his/her presentation. The school request the services of the Central Office of Interpretation and Translation in the case of other languages.

All memos/letters sent home in English are immediately transcribed into the family's Native Language and sent home simultaneously

A Parent Newsletter is sent home in languages compatible to our school community.

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.

The students and their families come from diverse backgrounds. During P186x's intake process, families inform us of their language needs. Their needs are also identified through the above noted data systems. Families receive information through Parent Newsletters, Monthly Parent Meetings, flyers, the Global 1 Communication System, ARIS Parentlink, and attending celebrations.

As stated above Native Language Translation of newsletters or any other communications are sent home simultaneously with letters printed in English. P186X will explore allocating money/budgeting hours to be used by staff to translate documents or trainings into our families' native languages.

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

Oral interpretation is provided by the P186x staff (parent teacher coordinator, bilingual counsellors, teachers and paraprofessionals); however, if needed the school requests the translation services from the NYCDOE Translation and Interpretation Unit/over the phone services for Parent-Teacher conferences, trainings or clinical-parental interventions. A teacher provides American Sign Language, to convey information, to a hearing impaired parent. P186x has not used an outside vendor to assist in this area.

Interpretation needs will be addressed by in house staff; parent coordinator; Bilingual Clinicians or Alternate Placement Paraprofessionals. Presently during parent workshops or meetings the staff member sits with a small group of parents while they interpret the information being presented into the appropriate language of that grouping of parents. P186X informs the parents of their rights to bring their own interpreters.

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>.

Written notification to parents/guardians, when not available on the NYCDOE website, will be translated in the families native language by the Parent Coordinator or Translation and Interpretation Unit. On site and over the phone interpretation services are made available to parents/guardians during school hours. Language signs and posters are posted near the main office and the school's entranceway that indicates the availability of specific language services.

Notice for parents regarding language assistance services will be given out to parents in English and in the parents' primary language every September and it is included in the intake packet of every new admit. P186X provides each parent whose primary language is a covered language by Translation and Interpretation Unit and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. P186X posts on the Parent Bulletin Board in front of the main office a sign in the most prominent of the covered languages (Spanish), English

and the 2 other languages covered by the Translation and Interpretation Unit (Bengali and French) indicating the availability of translation and interpretation services.

The school's safety plan procedures ensure that every parent who needs language access services understands their rights to translation and interpretation and how to access such services and will not be prevented from reaching the school's administrative offices solely due to language barriers.

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: P186X	DBN: 75X186
Cluster Leader: Gary Hecht	Network Leader: Adrienne Edelstein
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: 34
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 type="radio"/> 6 <input type="radio"/> 7 <input 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:

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:

School-Day Language Instruction Program

P186X has a total of 510 students in grades K through 8. Of these, 154 (21.7%) are English language learners (ELLs). 26 ELLs are mandated for bilingual instructional services (BIS), 101 are mandated for ESL-Only services, and 27 students are served as per their IEP. Presently, P186X has no bilingual classes. BIS-mandated ELLs have alternate placement paraprofessionals who speak their languages. 26 BIS-mandated ELLs have AP paraprofessionals. 25 AP paraprofessional speak Spanish, and 1 AP paraprofessional speaks Mandingo. Students at 186X have the following classifications: multiple disabilities, emotional disability and intellectual disability. Our ELLs are instructed in 12:1:1, 12:1:4, and 8:1:1 ratios. ELLs are instructed in a free-standing ESL pull-out and push-in program. 112 ELLs participate in alternative assessment and 42 ELLs participate in standardized assessment. Twelve other-than-English languages are represented in our school (according to the HLIS) as follows: 142 Spanish, 1 Bengali, 2 Mandingo, 1 Albanian, 1 Niger-Congo, 1 Arabic, 1 Afrikaans, 1 Twi, 1 Wolof, and 1 Swahili (AKA Kiswahili). All of our ELL students participate in an instructional program that addresses their academic, language, social, and cultural strengths and needs, and is based on New York State ESL and ELA learning standards. Three NYS certified ESL teachers provides ESL services for ELLs at 186X's main and off-site. Students receive academic support with the use of various approaches, methodologies, and classroom techniques such as Cooperative Learning, the Natural Approach, as well as different types of scaffolding instructional strategies such as Modeling, Bridging, Contextualization, Schema Building, Text Representation, and Meta Cognitive Development.

Supplemental Title III Instructional After School Program

P186X will continue to provide the same Title III after school instructional program that was provided last year for English Language Learners who are performing below grade level in reading and all content areas. English is the language of instruction of the after school program. English Language Learners at our school have a variety of disabilities such as intellectual disability, multiple disabilities and emotional disturbance. The school received a Title III funding of \$ 13,868.00 this year. The funding will be used to provide direct instruction and introduce a new comprehensive e-learning program, E-blocks and iPads to all students participating in the Title III after-school program. The focus of the program remains integrating technology into language learning. Technology can motivate students in their efforts to improve English proficiency skills and acquire content area knowledge. Students with disabilities are also receptive to learning experiences that involve the computer, and an increased motivation leads to increased language use, and result in improved proficiency and higher standards in content area learning. Computer-assisted Language Learning (CALL) has been used for language teaching since the 1960's. Research (Blake, 1987; Chun & Brandl 1992; Egbert & Petrie, 2003) and practice suggest that the use of technology in the classroom is effective if used appropriately. Students' motivation is a key factor in this effectiveness, but there are other factors including the individualization of learning, the presentation of materials in a non-linear sequence, an access to a variety of authentic materials,

Part B: Direct Instruction Supplemental Program Information

immediate feedback and the fact that students are learning by doing things themselves.

Alternative Assessment – Tuesday After School Session

English Language Learners who participate in the New York State Alternative Assessment will be provided with the opportunity to be part of an after school program. This program will meet once a week for 90 minutes from 3:05 p.m. to 4:35 p.m. on Tuesdays for a period of 15 sessions beginning January 10, 2012. They will participate in a multimedia computer assisted language learning program. This instructional program will use interactive websites from the Internet, such as Spotlight on English and interactive software, for example Scholastic Zip Zoom English, Evan-Moor Look, Listen & Speak and Rigby On Our Way to English with active teacher participation to enhance the receptive and expressive language skills of the students. Higher functioning students will also be instructed in basic keyboarding skills. All students who are offered to participate in this after school program receive monolingual instruction with ESL services during the regular school day. Instruction will be provided in two separate groups. One certified ESL teacher will provide instruction for 10 students in grades K,1, and 2. The students in this group have intellectual disability and are classified as 12:1:1 on their IEP. Another certified ESL teacher will provide instruction for a second group. This second group will consist of 8 students in grades 2,3, and 4. The students in this group have multiple disabilities and their IEP mandated staffing ratio is 8:1:1. Spanish speaking Bilingual paraprofessional will assist the work of the certified ESL teachers.

Standardized Assessment – Thursday After School Session

English Language Learners who participate in Standardized Assessment will have the opportunity to participate in multimedia computer assisted language learning, once a week from 3:05 p.m. to 4:35 p.m. on Thursdays for a period of 15 weeks beginning January 12, 2012. Students will be using interactive software and the Internet to improve their reading, writing, speaking and listening skills, and enhance their knowledge about their own culture as well as others. Students will also learn how to create an electronic book about their culture of origin or about another topic of interest. Students will be enrolled in an award-winning, research and standard based online program called Spotlight on English designed to help ELLs develop English language proficiency, access grade-level content, and help students to build critical elementary level reading and math skills. Some higher functioning standardized assessment ELLs will also be enrolled in OpenBook English, a research-based English language software solution that teaches reading, writing, listening and speaking. The instructional program will utilize the capacity of multimedia applications to offer comprehensible input, enhance comprehension skills and provide meaningful communications. Instruction will be provided in two separate groups. One group will have a certified ESL teacher who will provide instruction for 8 students in grades 3,4, and 5. Another certified ESL teacher will provide instruction for 8 students in grades 5,6, and 7 in a separate group. Spanish speaking Bilingual paraprofessional will assist the work of the certified ESL teachers in both groups. Students in both groups are classified as emotionally disturbed and mandated for a staffing ratio of 12:1:1 on their IEP.

In the 2011-2012 Title III after-school program E-blocks will be introduced to both alternative and standardized assessment English Language Learners. E-Blocks is a highly awarded, innovative, hands-on, and sensory e-learning method that creates a unique collaborative experience for ELLs by combining multimedia software and real objects. Students will also use iPads to target the specific learning needs of ELLs who are visual learners increasing their focus and comprehension, and building their long-term memory. Non-verbal ELLs will use iPads as a communication device to express their comprehension,

Part B: Direct Instruction Supplemental Program Information

wants and needs.

Assessment

The assessment of student achievement is ongoing in this computer-assisted after school program. The interactive CD-ROMs, the Santanilla Spotlight on English program used in this after-school program are excellent for giving immediate feedback both for self-assessment and for assessment of student achievement/progress by the teacher in all language skill areas, especially in reading and listening. Computer-assisted language learning programs also keep individual student records that the teacher can analyze at the end of the program to check student progress. The software that ESL Teachers are planning to use in this afterschool program Scholastic Zip Zoom English and OpenBook English and the web-based Santanilla Spotlight on English program have placement assessments, lesson quizzes, unit tests, and mastery of skills tests. In some cases, for example when standardized assessment students create an electronic book, the basis for assessment is the student work product.

Last year E-games of the Look, Listen & Speak program were used to conduct computer-based assessments to provide an indication of student knowledge of theme vocabulary and stage of receptive language development. All students demonstrated early intermediate or intermediate language development in understanding of word meaning and theme specific concepts. Picture cards and posters were used to conduct hands-on assessments to provide an indication of student knowledge of theme vocabulary and stage of expressive language development. Six students demonstrated beginning, 2 student early intermediate and 2 student intermediate level language development on this assessment. Reporting of placement assessment in the Santanilla Spotlight on English reveals that all students started below grade level in all areas of reading and math. The various reports of student achievements including student time on task, completed lessons, progress reports demonstrate growth in all students. All standardized assessment students who participated in the Title III afterschool program scored Advanced on the NYSESLAT.

Students are identified for this after-school program because they perform below grade level in reading and all content areas, and improving their English language skills will have a positive impact on their academic performance. Instructional program provided for both alternative and standardized assessment students are aligned to state ESL, ELA and content area standards. The aim of the program is to enrich and reinforce instruction provided during the school day by helping students improve their literacy and comprehension skills, vocabulary, and overall language proficiency, achieve higher standards and succeed in the classroom. The ESL teacher with the help of the paraprofessional will differentiate instruction according to grade level, and needs of the students.

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

Part C: Professional Development

- name of provider

Begin description here:

In alignment with the focus of the instructional program ESL teachers will attend conferences and workshops on the topic of technology and language learning offered by a variety of organizations, for example NYS TESOL, District 75 ELL Office, and New York State BETAC. ESL Teachers will also provide on-going professional development for all staff responsible for Title III of P186X on computer-assisted language learning on the following dates: January 4, 2012, January 27, 2012, February 15, 2012, March 12, 2012, and April 3, 2012. The professional development will take place after school from 3:05 p.m. to 4:05 p.m. The professional development will cover the following topics: Using Scholastic Zip-Zoom English software with ELL-SWDs to teach phonemic awareness and phonics (January 4), Using OpenBook English software with ELL-SWDs to improve reading and writing skills (January 27), Using Santanilla Spotlight on English with ELL-SWDs to enhance comprehension skills and creating E-books with ELL-SWDs (February 15), Using Rigby On Our Way to English with ELL-SWDs to teach new vocabulary and using Evan-Moor Look, Listen&Speak with ELL-SWDs to enhance oral language (March 12) and Using E-Blocks and iPads with ELL-SWDs to introduce hands-on, sensory e-learning and to increase focus and motivation (April 3).

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents of ELLs will be notified about the after school instructional program in writing both in English and Spanish. The school will also provide an orientation session for parents before starting the program to inform them about the structure and the goals of the program, and the materials used. Parents will also learn about some exciting educational websites that they can use at home with their children. Parents will also be offered workshops on the topic of how they can use technology at home to help improve the language proficiency of their own and their children. The orientation session and the parent workshop will be provided by the ESL teachers after school for one hour on the following dates: January 17, 2012, February 23, 2012, and April 26, 2012.

Part E: Budget

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

Allocation Amount: \$13868

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$10,647.17</u>	<p><u>Direct Instruction Component:</u> <u>Per session for Certified ESL Teachers, paraprofessionals and supervisor</u></p> <p><u>2 teacher x 3 hr. a wk@ \$49.89=</u> <u>\$299.34 per wk x 15 weeks=</u> <u>\$4,490.10</u></p> <p><u>1 supervisorx 3 hrs. a wk@ \$52.21=</u> <u>\$156.63 per wk x 15 weeks=</u> <u>\$2,349.45</u></p> <p><u>\$4,490.10 + \$2,349.45= 6,839.55</u></p> <p><u>2 Paraprofessional 3 hr. a wk@</u> <u>\$28.98= \$86.94 per week</u> <u>\$86.94 per wk. x 15 weeks =</u> <u>\$1,304.10 x 2 = 2,608.20</u></p> <p><u>Professional Development Component:</u> <u>2 teacher x 5 hr.x \$49.89</u> <u>= \$498.90</u> <u>1 supervisor x 5 hr. x \$52.21 x 5</u> <u>sessions= \$261.05</u> <u>2 paraprofessional x 5hr.x \$ 28.98=</u> <u>\$289.80</u> <u>\$ 498.90+\$261.05+\$289.80=1049.75</u></p> <p><u>Parental Involvement:</u></p> <p><u>1 teacher x 3hr.x 49.89= \$149.67</u></p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	<u>2,035.83</u>	<p><u>Arts and Crafts \$ 135.83</u> <u>Printer \$ 300</u> <u>Cartridge \$250</u> <u>IPads 3 @ \$ 450 each= \$1,350</u></p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13868

• Must be clearly listed.		
Educational Software (Object Code 199)	<u>\$985.00</u>	<u>Ed Helper, Enchanted Learning, One More Story, Benchmark Education Reader's Theater and Big Books, I Know.com, Lesson Planet subscriptions \$ 285</u> <u>Refurnished E-Blocks Complete Classroom package \$ 700.00</u>
Travel		
Other	<u>\$200</u>	<u>Refreshments for parents \$ 200.00</u>
TOTAL	<u>\$13,868.00</u>	